

A CRITIQUE OF THE PROGRAM OF
P. K. YONGE LABORATORY SCHOOL

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CHAPTER I

INTRODUCTION

The P. K. Yonge Laboratory School of the University of Florida, Gainesville, Florida, is a department of the College of Education. The Laboratory School's thirty-seven acre campus is a short distance from the main campus of the University. Its sixteen buildings radiate like parallel fingers from a central walkway which slants down along a gently sloping gradient. A small creek divides the elementary from the secondary division of the school, and on either bank stand the units of the service area: cafeteria, administration, psychological and health, auditorium, music center, and materials center and library. A parking area and gymnasium are located at the south end of the campus (see Figure 1, p. 2). All of the buildings are of brick over concrete and steel. This new Laboratory School was first occupied in April, 1958, and dedicated officially on November 22, 1958.

The Laboratory School encompasses all elementary and secondary grades, kindergarten through grade twelve. The design of the school plant reflects the educational theory of the faculty of the school. The architects, Goin and Moore, Gainesville, supervised by Guy C. Fulton, architect to the Board of Control, worked in close consultation with the faculty of the College of Education and of the Laboratory School to provide facilities in harmony with the functional program projected for the new school. General contractor for the project was Raymond Tassinari. The school plant cost \$1,600,000.

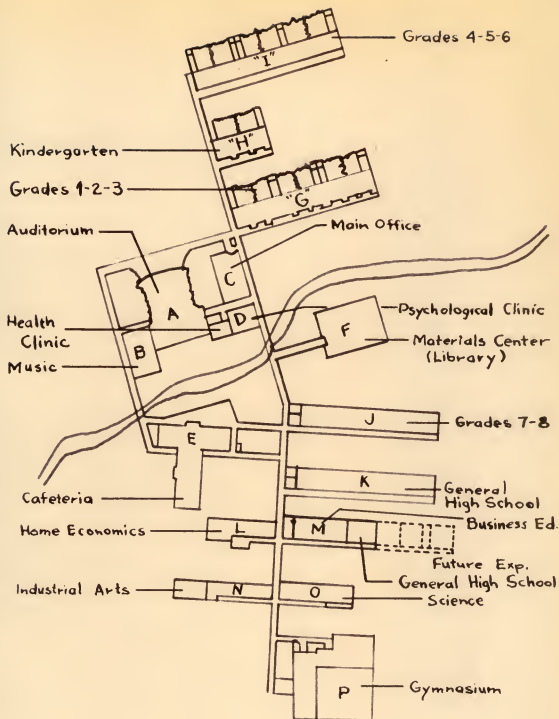


Fig. 1—Map of P. K. Yonge Laboratory School

The dedication and occupation of the new school building came at the close of almost twenty-five years of service to education in Florida. A period of growth and expansion had rapidly outmoded the original school building. The following paragraphs will review some of the events leading up to the construction of a new P. K. Yonge Laboratory School plant.

When Dr. John J. Tigert assumed the presidency of the University in 1928, he found a student body of less than 2,000. One of his first acts upon becoming President was to begin working with Dean J. W. Norman to plan and build a laboratory school. The dream became a reality with the dedication of the P. K. Yonge Laboratory School in 1934.

When Dr. Tigert retired on September 1, 1947, nineteen exciting years had passed. World War II had been fought and the veterans under the Servicemen's readjustment Act--commonly called the G. I. Bill of Rights--took advantage of the opportunity to further their education. This almost overwhelming influx of veteran students and the effects of the coeducation bill of 1947, which permitted women to register at the University for the first time, swelled the enrollment to more than 8,750 students.¹ It almost swamped the facilities of the College of Education.

In the Dean of the College of Education's report to the President in the biennium ending June 30, 1950, he requested expanded facilities for the College:

The College of Education is housed in the P. K. Yonge building. This building was originally planned so that 10 per

¹J. Hillis Miller, "The Biennial Report of the President to the Board of Control," The University Record of the University of Florida (Gainesville, Fla.: Office of Publications, 1948), XLIII, 8-9.

cent of its space was to be used for college classes and 90 per cent for the Laboratory School. . . . Only three classrooms are available for college classes. As a result the College is forced to use classrooms which are scattered over the University campus, some of which are almost a half mile from the Laboratory School which is used in connection with all College classes. Two and three professors are being forced to use the offices which were built for one.²

In 1955, a new building for the College of Education was high on the priority list of new construction. University President J. Wayne Reitz gave the College faculty the right to choose between a new building for the College or for the P. K. Yonge Laboratory School. The faculty considered the question carefully and several things influenced its final decision. First, the P. K. Yonge building, which housed both Laboratory School and the College of Education was outdated and, as J. B. White, Dean of the College of Education, said, "If the College was going to continue to operate a laboratory school, we should have a modern plant so that a program similar to programs being carried on elsewhere in the State could be developed." Second, he said, "A laboratory school was thought to be more economical per square foot than a College of Education building." Third, the University would "be able to get more money by building a laboratory school because we could float some bonds based upon payments . . . under the Minimum Foundation Program."³ Accordingly, a majority of the faculty of the College agreed to recommend a new laboratory school building as the best use of the building funds.

²Ibid., XLV (1950).

³Interview with J. B. White, Dean, College of Education, April 20, 1959.

The faculty of the College and of the Laboratory School planned the new school plant cooperatively with the architects to facilitate the accepted goals of the school.

Need For This Study

A new era dawned for P. K. Yonge Laboratory School when it moved to its new building in April, 1958. The original building had been dedicated on February 16, 1934, and almost twenty-five years later the school moved to expanded and modern buildings. The well-conceived and executed school plant presaged a future likely to bring many benefits to education in Florida; the new school plant had a capacity of 960 children and youth in all grades--kindergarten through twelve; and the old school plant, renamed Norman Hall in honor of Dean J. W. Norman who served the College so well as Dean from 1920 to 1947, permitted the College to consolidate its classes in one location.

These radical changes in appearance, location, faculty, pupils, and possibly functional emphasis pointed to the need for a critical review of the program of the school. The time seemed propitious for summarizing and looking forward to new developments.

Purposes

This study proposes to examine the program of the P. K. Yonge Laboratory School near the turning point in its development. The major purposes are:

- (1) To trace the development of the program as it has evolved;
- (2) To describe the present status of the program;
- (3) To provide a critique of the program as it has evolved; and

(4) To make recommendations that will be useful in guiding the future development of the Laboratory School's program.

This study should be helpful to those who are responsible for the guidance of the program of the Laboratory School. Students of college-controlled laboratory school facilities in other teacher-education institutions may also find this study useful.

Scope and Plan of This Study

The Dictionary of Education defines the "school program," or "educational program" as: "The entire offering of the school, including the out-of-class activities, and the arrangement or sequence of subjects and activities."⁴ As the term "program" is used throughout this study it will be used in the sense of a "school program" or "educational program" as defined here.

In studying this program, three dimensions will be studied that have influenced the actual program of the P. K. Yonge Laboratory School. Each of these dimensions is defined in the paragraphs that follow.

Impact of the Times

Events, pressures of the times, are influential in determining the functions of an institution. The Laboratory School was conceived in response to the pressures of a particular society at a particular time. As the institution grew and developed, it modified its functional emphasis because of the events of the day.

The Laboratory School first opened its doors in the darkest days of the Depression of the '30's, went through the trials of World

⁴Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 419.

War II, and has felt the impact of postwar expansion upon education. This is the dimension of the times with which this study must be concerned. In the development of the program of the Laboratory School, the times will be seen reflected in the evolving character of the program.

Impact of Functional Emphasis

The second dimension deals with the impact which various functional emphases gave to the school's program. Within this dimension, this study will be limited to the four purposes or functions of the P. K. Yonge Laboratory School as they are stated today:

The activities of the school are planned to serve four major functions: (1) to provide the best education possible for children; (2) to serve the College of Education and the University in pre-service teacher education and other institutional needs; (3) to promote research activities contributing to education in the state and nation; and (4) to provide assistance to schools and programs of education throughout Florida.⁵

Consideration will also be given to the function of administration as it affects the implementation of the stated functions.

In this study these purposes will be called (1) the program of education for pupils; (2) the program of teacher education; (3) the program of research; (4) the program of service; and (5) administrative practices as they affect the program.

Impact of Human Beings

A third dimension of this study is related to the impact of human beings on the development of the Laboratory School program. No

⁵"Teachers' Handbook, P. K. Yonge Laboratory School, School Year 1958-1959" (Gainesville, Fla.: By the school, 1958), p. 6.

institution can be understood if it is studied in a framework that fails to consider the human factor. / Institutions exist for human purposes and the goals they pursue are determined by men, groups of men and sometimes individuals, whose impact cannot be ignored. Man plans, and man turns the plans into a reality.

Organization of Study

Chapter I is an Introduction; Chapter II defines the theoretical functions of laboratory schools (1) by reviewing the historical development of laboratory schools, (2) by reviewing research and professional writing defining the functions of laboratory schools; and (3) by summarizing problems and practices as revealed in the review of research and professional writing as they determine the role or possible roles of a campus laboratory school in the education of teachers and the improvement of educational practices; Chapter III describes the foundation upon which the actual program of the P. K. Yonge Laboratory School rests; Chapters IV-VIII describe the development, status, and give a critique of the (a) program for the education of pupils, (b) program of teacher education, (c) program of research, (d) program of service, and (e) administrative practices affecting the program; and Chapter IX is the summary, conclusions, and recommendations revealed through a study of the various phases of the program of the P. K. Yonge Laboratory School.

Limitations of This Study

This study, because it is a human product, has some limitations that should be recognized. The reader can be saved from disappointment

and the writer from embarrassment if these limitations are stated at the outset.

The data collected for this study and the method by which they were obtained impose an important limitation. The recorded interview is subject to the distortions of time and human frailty. Time, working upon the human mind, may erase some events, leave some unnoted, retain some in crystal clarity, and distort others because of embarrassment, egoism, humility, or special interest in some phase of the program.

The fact that interviews were recorded by a tape-recorder imposed another limitation. Two kinds of things seemed to operate during recorded interviews that may have limited the data obtained. The very fact that every word was reproducible may have caused some interviewees to proceed with a certain amount of caution in order to suppress information, or state it diplomatically, in order to avoid criticism of others.

Some interviewees feared that their spoken words might not be as dignified, as organized, or as grammatical as could be the case with a carefully written statement. This may have caused some individuals to proceed more carefully during the course of an interview. Certain procedures used in making the recorded interviews were introduced to overcome these limitations.

The interviewer introduced a further limitation because he acted as an outside selective agent. Questions given interviewees in advance of the interview and questions asked during the interview by the interviewer tend to determine the kind of information furnished by the interviewee.

Rapport is a further limiting factor which must be considered when discussing the role of the interviewer. While rapport and interest in this study seemed to be characteristic of all the interviews, the possibility of a "halo effect" must be considered.

The records used to check the verbal data from interviews and as a further source of information were quite extensive for some periods during which the program of the Laboratory School was evolving, but during other periods very little concerning the various phases of the program remains as documentary evidence.

The scope and organization of this study impose a very real limitation. The program functions as an organic unit but the organization imposed by this study separates this organism into five separate components for analysis. Selection of content to fit the organizational pattern of the study introduces the factor of human judgment. The reader must judge how much of a limitation this may be.

A critical examination of the program of the Laboratory School, which has been called a "critique" in this study, gives the author a great deal of freedom of choice within the limitations imposed by the data. This study analyzes the various phases of the program in respect to "critical factors" which seem to have been influential in determining the course of the institution's program. This course was taken because it was believed a description of an evolving program with an analysis of those factors exercising a critical influence would be more useful in determining guides to future development than would statistical information such as achievement test scores, college success, questionnaires and similar techniques subject to statistical evaluation.

Furthermore, there is insufficient evidence of a statistical nature to evaluate a program of this scope, and covering a time period of twenty-five years.

Previous Studies in This Field

The functions of the laboratory school in teacher education have been the subject-matter for numerous studies. These studies are of two general types: (1) studies by individuals reported in dissertations and professional journals, and (2) studies published by associations interested in the improvement of teacher education. These two sources will be reviewed in Chapter II of this study in order to derive a theoretical basis for criticizing the program of a laboratory school.

There have been a number of studies directly concerned with the P. K. Yonge Laboratory School and certain elements of its program. Since the major purpose of this study is concerned with the program of the P. K. Yonge Laboratory School, graduate studies and professional writings related to the school are pertinent at this point.

Over the period of twenty-five years since the Laboratory School enrolled its first pupils, thirty-three graduate studies have been done in respect to some phase of the program of the school (see Appendix A). Twenty-eight of these studies are master's theses and five are doctoral dissertations. This would indicate that the school has been used as a source of data in the preparation of graduate studies.

Southall used the laboratory school as a case study in developing the functions of the laboratory school in teacher education in respect to selected teacher competencies.⁶ He used a questionnaire to

⁶Carey Thomas Southall, Jr., "Laboratory School Functions and Teacher Education" (unpublished doctoral dissertation, College of Education, University of Florida, 1955).

determine how certain teacher competencies were being developed in laboratory schools. Ashmore evaluated certain laboratory schools in selected southeastern states in relation to the teacher-education program. P. K. Yonge Laboratory School was included in this study.⁷ These two studies dealt with certain phases of the laboratory school as it functioned in programs of teacher education. Hill studied the effect of certain teaching materials with groups of pupils in the P. K. Yonge Laboratory School,⁸ while Davis studied the core curriculum program.⁹ Lovell studied the effect of teacher participation on subgroups in the classroom.¹⁰

The master's theses studied the curriculum, behavior problems, administration, specific areas of subject matter, instructional materials, out-of-school activities, exceptional children (slow learners and gifted), and personality adjustment in the P. K. Yonge Laboratory School./

Further evidence of the activity of the P. K. Yonge Laboratory School in teacher education and sources of information concerning the

⁷Henry Ludlow Ashmore, "An Evaluation of State-Supported Campus Laboratory Schools in Selected Southeastern States" (unpublished doctoral dissertation, College of Education, University of Florida, 1950).

⁸Thomas Jordan Hill, "Experimental Study of Selected Instructional Materials in Social Class at the Secondary Level" (unpublished doctoral dissertation, College of Education, University of Florida, 1954).

⁹E. A. Davis, "The Core Curriculum in the P. K. Yonge Laboratory School: A Measurement and Evaluation of Its Effectiveness" (unpublished doctoral dissertation, College of Education, University of Florida, 1956).

¹⁰John T. Lovell, "A Study of the Relationship Between the Style of Teacher Participation in the Total Classroom Group and the Internal Structure of Subgroups in the Classroom" (unpublished doctoral dissertation, College of Education, University of Florida, 1954).

school and its program were found in a survey of publications listed in the Education Index under the sub-heading, "P. K. Yonge Laboratory School." These are listed in Appendix B.

These studies and professional publications are further supplemented by a number of other publications no longer generally available. Mead listed more than fifty items of published materials related to the program of P. K. Yonge Laboratory School made available during the first ten years of the School's existence.¹¹ No such extensive and complete a list has been made since 1944.

Southall applied rather rigid criteria in determining whether or not any of these studies could be considered experimentation and research. Only one study could be called planned experimentation, according to Southall, and "No experimental study conducted in the Laboratory School has ever been reviewed in the Review of Educational Research which is devoted to summarizing significant research in education."¹² The validity of this last criterion is open to some question. Studies included in the Review of Educational Research must be of broad, general significance. The studies done at the P. K. Yonge Laboratory School have, as a rule, not been of the type subject to wide application. This need not imply, however, that these studies are necessarily insignificant.

Many of the studies done at the Laboratory School are, undoubtedly, of local significance but taken altogether they constitute a

¹¹A. R. Mead, "P. K. Yonge Laboratory School: A Bibliography on the History, Program, Children, Etc., of the School, 1934-1944," Bulletin No. 33, Bureau of Educational Research (Gainesville, Fla.: College of Education, University of Florida, 1944).

¹²Southall, p. 51.

considerable body of information related to the program of this School over the past twenty-five years.

Techniques for Collecting Data

Data for this study were collected by means of (1) recorded interviews, (2) informal interviews, and (3) documentary sources. A description of these sources and techniques used follows.

Recorded Interviews

The recorded interview has been widely used as a technique for gathering data. In studying the program of the P. K. Yonge Laboratory School, many people intimately associated with the School over the years were readily available for interview. These persons with first-hand, personal knowledge of the program could shed light upon the development of the program, provide information leading to other important sources, and give valuable background helpful in interpreting the program of the School.

Persons connected with important events may not keep many records. In this age of mass communications, many decisions are made by means of a telephone conversation. Other decisions may be made by groups and committees but the records made concerning these decisions may be inadequate or no longer available. In connection with this problem, Bombard wrote:

The harassed men of our day, moving in the confusion of accelerated time, have little opportunity to keep the leisured diary of a John Quincy Adams. Yet in the memories of such men rests much of the story of our time; and, when in the normal course of events these men die, the future will lose part of its past.¹³

¹³Owen W. Bombard, "A New Measure of Things Past," The American Archivist, XVIII, No. 1, 124.

Recorded interviews were made following the procedure described hereafter.

Advance preparation.--A list of persons important in the development of the program of the Laboratory School was made. Persons to be interviewed were chosen from this list. The list included all the directors and principals of the Laboratory School, and many other persons associated with the school in the course of its history.

A personal introduction was obtained with the person to be interviewed and an appointment made to call upon him. In some cases the person to be interviewed was already well-acquainted with the interviewer and this step was not necessary.

A letter confirming the date and time of interview was sent to the person to be interviewed. The letter also listed questions of a general nature indicating the scope of the interview as a guide for advance preparation by the interviewee. The letter suggested that the interviewee think about the interview, review his own records, make notes if necessary, and check his memory with persons of his acquaintance. (See Appendix C.)

The way was left open for the interview to be held without the use of a recording instrument if the interviewee felt at all reluctant about the suggested procedure. This precaution was taken to avoid any feeling of pressure which might cause some reluctance to talk with freedom and candor.

Recording session.--At the beginning of the interview as the tape-recorder was set up for operation, the interview technique was explained to the interviewee. A test recording was made and played

back to help the interviewee understand the voice requirements. The plan of the interview was reviewed with the interviewee.

When the actual recording began, the interviewee was first asked to check certain biographical data or to explain how he first became associated with the Laboratory School. The purpose of this initial questioning was to put the interviewee at his ease. Usually, after going into some of the details of how he came to the Laboratory School, the interviewee forgot the mechanics of recording and talked quite freely.

While the general plan of the interview as stated in the letter of confirmation was followed, the interviewee was given every opportunity to follow any ideas that occurred in the course of the interview. The subject-matter was in no wise restricted to the specific questions prepared in advance although those questions were all considered before the interview was completed. During the interview the use of leading questions was avoided as much as possible.

Preparation of the transcription.---The initial transcription of the interview from the tape-recording was made by the interviewer. This saved time and effort because the interviewer knew the context of the interview. Irrelevant words, pauses, and circumlocutions were edited from the text. Additions, changes of original wording, or parenthetical material introduced by the interviewer were enclosed in brackets.

The corrected copy of the transcription was sent to the interviewee with a letter of transmittal requesting any desired changes, comments, or additions to be made and returned with the transcription.

Disposition of recorded interviews.---Permanent record copies of all interviews will be suitably identified and bound together for deposit in the P. K. Yonge Library of Florida History, University of Florida. A carbon copy of each interview will be presented to the appropriate interviewee for his records.

Informal Interviews

Many persons were interviewed informally without benefit of the tape-recorder. Written notes were made immediately after these informal interviews--many were simply brief conversations. As soon as possible following the conversation, a record was made detailing the conversation as exactly as possible. Exact words and phrases used by the interviewee were used as nearly as they could be remembered. In most cases these records were made within an hour after the conversation took place.

The informal interviews were not submitted to the interviewees for approval except as they were referred to specifically in the text of this study. The informal interviews provided much valuable background material for understanding some of the comments made during the recorded interviews. The informal interviews are designated as a "conversation" in the text.

Documentary Sources

Printed material was an important source of data for this study. Books, pamphlets, reports, monographs, graduate dissertations and theses, newspapers, and magazines were used extensively. The "Biennial Report of the President to the Board of Control," published in The University Record of the University of Florida contained much helpful material.

Files and records of the College of Education and of the P. K. Yonge Laboratory School were used. The Curriculum Records of the Laboratory School deserve separate mention because of their importance in this study.

Curriculum records.---A rich source of data on program was in the curriculum records kept during the early years of the Laboratory School's existence. These records were kept in considerable detail during the period 1934-40. Every three months the teachers prepared a detailed report of their work with the pupils in the Laboratory School. These reports described their plans for teaching units of experience together with modifications made in the course of the actual teaching and learning experiences. The instructional plan followed no specific outline but was prepared in the style each teacher found most convenient. The record included, at a minimum, the (1) aims and objectives, (2) introduction of unit, (3) development of the unit, (4) evaluation of the unit, and (5) the time schedule.

Curriculum records frequently included test results as well as photographs, drawings, samples of children's work, bibliographies, lists of resources, etc.

Curriculum records became much less extensive following 1941, when the school program was disrupted by World War II. They disappeared altogether following 1947.

Definition of Terms

As an aid to the reader, certain terms which will be used in this study are defined below. The definitions are defined in the

sense peculiar to their use in connection with teacher education and the laboratory school.

Block-Time Classes

All classes which meet for a block of time of two or more class periods and combine or replace two or more subjects that are required of all pupils and would ordinarily be taught separately.¹⁴

College-Controlled School

A school largely or entirely under the control of the college, located on or near the college campus, organized for the specific purpose of preparing teachers, with staff and facilities designed to serve this purpose. (This definition would include schools sometimes entitled "campus schools," "demonstration school," "model school," or "training school.")¹⁵

Cooperating School

A school used by the college to provide certain guided professional laboratory experiences for college students. This school is not administered, staffed or under the major legal jurisdiction of the college. (This definition includes schools sometimes designated "Off-Campus Schools.")¹⁶

Core Classes

Classes having the block-time organizational pattern and which also unify or fuse their content around units or problems which may be either subject-centered or experience-centered.¹⁷

Critique

A critique is a "Criticism or critical examination. . . ."¹⁸

¹⁴Grace S. Wright, Block-Time Classes and the Core Program in the Junior High School, Bulletin, 1958, No. 6, U. S. Department of Health, Education, and Welfare (Washington: U. S. Government Printing Office, 1958), p. ix.

¹⁵Alex F. Perrodin (ed.), Functions of Laboratory Schools in Teacher Education, Thirty-Fourth Yearbook of the Association for Student Teaching (Lock Haven, Pa.: The Association, 1955), p. xi.

¹⁶Ibid., p. xii.

¹⁷Wright, p. xi.

¹⁸Good, p. 146.

Educational Program

The entire offering of the school, including the out-of-class activities, and the arrangement or sequence of subjects and activities.¹⁹

Experimentation

A less rigid type of research and includes within its meaning "action research," which is defined as follows:

A firing line or on-the-job type of problem solving or research used by teachers, supervisors, and administrators to improve the quality of their decisions and actions; it seeks more dependable and appropriate means of promoting and evaluating pupil growth in line with specific and general objectives and attempts to improve educational practices without reference to whether findings would be applicable beyond the group studied.²⁰

Laboratory School

Any school, public or private, which a teacher-education institution utilizes as a resource for professional laboratory experiences.²¹

Observation

This is used in the sense of "observation of instruction" which is defined as follows:

The act of seeing or studying the activities of teaching and learning in an actual school situation in order to secure a more realistic or meaningful conception of educational problems.²²

Participation

The act, on the part of a student of education, of assuming various responsibilities in the classroom as an introduction or prerequisite to actual teaching, as, for example, the collection

¹⁹Ibid., p. 419.

²⁰Ibid., p. 464.

²¹Perrodin, p. xi.

²²Good, p. 373.

of reference materials, the supervision of seatwork, and the correction of test papers.²³

Pupil

A child or youth enrolled for instruction in the P. K. Yonge Laboratory School as distinguished from the term "student" below.

Research

Careful, critical, disciplined inquiry, varying in technique and method according to the nature and conditions of the problem identified toward the clarification or resolution (or both) of a problem.²⁴

Student

A person enrolled in the teacher-education program of the College of Education as an undergraduate or graduate college student.

Student Teaching

The period of guided teaching in which the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks.²⁵

²³Ibid., p. 385.

²⁴Ibid., p. 464.

²⁵Perrodin, p. xi.

CHAPTER II

THE FUNCTIONAL PROGRAM OF A COLLEGE- CONTROLLED LABORATORY SCHOOL

This chapter will develop the theoretical functions of a college-controlled laboratory school by reviewing the historical development of the laboratory school and its place in teacher education; by reviewing the research and professional publications defining the functions of a laboratory school; and by summarizing problems and practices, as revealed in the review of research and literature, to determine the role, or possible roles, of a college-controlled laboratory school in the education of teachers and the improvement of educational practices.

The issues concerning college-controlled laboratory school programs, determined from the problems and practices found in the literature, will be used as a basis for a critique of each aspect of the P. K. Yonge Laboratory School program in the succeeding chapters of this study.

The following account of the historical beginnings of laboratory school functions will try to be more than a mere recital of historical events. This section will be developed in respect to the main currents of theory concerning the functions of a laboratory school. The historical development of the laboratory school has been reviewed in a number of studies concerned with the laboratory school as well as in publications concerned with the history of education. These events

need not be recounted here except as they apply to laboratory school functions.¹

Historical Sketch of Laboratory School Functions

Some sort of demonstration, practice, or observation experiences have been provided in the education of teachers from the earliest of times. The teaching of a son by his father is paralleled by the master-pupil or teacher-disciple method of education.

Among the ancient Greek philosopher-teachers, there was an informal kind of teacher training. The pupil followed the master-teacher and learned all he could from him. This kind of educational pattern is apparent in the training of Plato by Socrates and of Aristotle by Plato. Each of these great Greek teachers spawned a whole chorus of followers who imitated his methods and passed along his ideas as they spread learning in their times.

The teacher-disciple relationship is further illustrated in Jesus' training of his disciples. The Apostles heard a call to follow Christ and when, after absorbing all of his teaching, the Master and pupils were separated, the disciples went out into the world to spread the Gospel. They went at the behest of their Master who said to them: "Go make disciples of all the heathen. . . ."

¹Brief bibliography of sources:

George Gary Bush, History of Education in Florida, Bureau of Education, Circular of Information No. 7, 1933 (Washington: U. S. Government Printing Office, 1939).

Willard S. Elsbree, The American Teacher (New York: The American Book Company, 1939), pp. 133-52.

Dewey Fristoe, "Early Beginnings of Laboratory Schools," Educational Administration and Supervision, XXVIII (March, 1942), pp. 219-23.

Charles A. Harper, A Century of Public Teacher Education (Washington: American Association of Teachers Colleges, National Education Association, 1939).

The very personal relationship of the pupil sitting at the feet of the master-teacher is still regarded as an ideal teacher-pupil relationship. It was the only kind of apprenticeship training for teaching available for many centuries.

Formal apprentice-training of teachers came into use when the guilds assumed importance in the city-states of Europe. The apprentice-training method of teacher training was widely practiced during the Middle Ages. Like apprenticeship in any trade, a young man was bound over to a master until the age of twenty-one. The master agreed to teach the apprentice his trade--in this case teaching school. The degrees of student, bachelor, and master in academic circles correspond to those of apprentice, journeyman, and master in the craft guilds. Chivalry in the Middle Ages also had its corresponding degrees of page, esquire, and knight to mark the steps in the training of a knight. Academic robes, the academic procession, hoods, and formal rites seen at graduation ceremonies have their roots in the guild traditions of the Middle Ages.

Great changes began to occur in educational theory as an outgrowth of the Reformation idea that each man was his own priest. This notion as a basic theory influenced the kind of schooling provided beginning in the sixteenth century. Sturm's laboratory school in Strasbourg was the prototype--the widely copied Gymnasium.

Edgar W. Knight, Education in the United States (New York: Ginn and Company, 1929), Ch. XI.

Adolph Erich Meyer, An Educational History of the American People (New York: McGraw-Hill Book Company, 1937).

Alex F. Perrodin (ed.), Functions of Laboratory Schools in Teacher Education, Thirty-Fourth Yearbook of the Association for Student Teaching (Lock Haven, Pa.: The Association, 1955), pp. 1-21.

Nita Katherine Pyburn, The History of the Development of a Single System of Education in Florida, 1822-1903 (Tallahassee, Florida: The Florida State University, 1954).

Emile and Social Contract of Jean Jacques Rousseau sparked another significant development in educational and political thought. Pestalozzi's experiment at Yverdun was the first laboratory school based upon the theories of Rousseau. Pestalozzi saw the learner as an unfolding flower; he conceived the goal of education in respect to the learner rather than the thing to be learned.

Pestalozzi, in his concern for young children, turned the attention of his many followers upon the child. Many of his ideas were somewhat mystical by present-day standards but they attracted wide attention in Pestalozzi's time and for many years following.

Herbart brought order to the educational theories of his day. His educational psychology exerted a great influence upon school practice. Many schools were patterned upon the principles enunciated by Pestalozzi and Herbart.

The academy was another influence, uniquely American, that influenced teacher education. The academy was an attempt to bring education down to earth out of the academic clouds. It was an American manifestation of the influence of commercialism and the new conception of freedom gaining currency in mid-eighteenth century America.

Colonial Americans were by no means cultural barbarians cut off from the culture of Europe by the Atlantic Ocean. Nor was the Atlantic a cultural one-way street. Benjamin Franklin and other Philadelphians of his time formed the Junto which later became the American Philosophical Society, the New World counterpart of the Royal Philosophical Society of London. The American Philosophical Society was colonial America's manifestation of the spirit of inquiry which bore fruit in time as the pragmatism of Peirce, James, and Dewey.

In 1749, Benjamin Franklin conceived the idea of an academy. In a tract entitled Proposals Relating to the Education of Youth in Pennsylvania, he described a school in which the youth were to receive a practical as well as classical education. A unique feature of the proposed academy was its emphasis upon English teaching in the curriculum rather than Greek and Latin studies traditionally the foundation of education. Franklin proposed for the academy:

As to their studies, it would be well if they could be taught every thing that is useful, and every thing that is ornamental. But art is long, and their time is short. It is therefore proposed, that they learn those things that are likely to be most useful and most ornamental; regard being had to the several professions for which they are intended.²

Franklin's proposal led to the organization of an academy which eventually became the University of Pennsylvania. While Franklin's original conception emphasized the teaching of those things most useful and ornamental, the ornamental apparently won out for a time. Forty years after the original Proposal, Franklin took the trustees of the now long established academy to task for distorting the original intent of the academy to the detriment of the school. Franklin deprecated the classical studies as outmoded customs retained long after their usefulness, even their original reason for being, had been long forgotten.

The still prevailing custom of having schools for teaching generally our children, in these days, the Latin and Greek languages, I consider therefore, in no other light than as the chapeau bras of modern literature.³

²Jared Sparks, The Works of Benjamin Franklin (Boston: Hilliard Gray and Company, 1840), I, 572.

³Ibid., II, 159.

While classical studies might hold the ascendancy from time to time in the curriculum of the academy, English attained an important place. Private academies teaching English and other practical studies, flourished and exerted a wide educational influence until gradually replaced by the common schools. Academies were generally privately financed, although in the period prior to the Civil War some began to receive public funds.

In the State of Florida, for example, the East and West Florida Seminaries received public support and were the seedbed of higher education in Florida. The early academies in Florida were secular schools providing studies up through the equivalent of eighth or ninth grade. After the Civil War they expanded to include subjects now generally taught in the senior high school. Teachers received their training in these academies in the upper grades by practicing teaching with the pupils in the lower grades. Teachers-in-training often taught in small county schools during the winter term and attended an academy in the Spring and Fall.

The Lancastrian Monitorial Schools, imported from England, were another influence upon teacher training in America at the turn of the nineteenth century. According to Meyer,, these schools enjoyed their greatest popularity in America.⁴ In the monitorial school, the master-teacher instructed older students, or monitors, who in turn heard the lessons of the other students in the school. With this system of instruction, a great many pupils could be taught with a minimum of staff and expense. The monitors received their teacher training in this way and many went on to open schools of their own.

⁴Meyer, p. 127.

Normal schools began to appear for the education of teachers in the early part of the nineteenth century. These were privately supported at first. The Reverend S. R. Hall opened the first private normal school in America at Concord, Vermont, in 1823. These early normal schools were little more than academies teaching the usual elementary studies. Prospective teachers took a course in pedagogy and practice teaching in the school and watched demonstrations by the instructor.

The normal school always tried to develop some sort of "practice teaching" situation. Laboratory schools, of one sort or another, have been connected with these teacher-education institutions for more than a century. These early normal schools had a very tenuous existence until after the Civil War.

In the last half of the nineteenth century, institutions of higher learning became sensitive to the need for trained teachers and established normal departments which blossomed into Colleges of Education and Teachers' Colleges.

The laboratory school conception began to take more definite form with the expansion of teacher education around 1900. It was then that John Dewey established the Laboratory School at the University of Chicago. The Laboratory School was founded upon a new theory of education. The aim of the school was to teach the child to live in society and to learn by doing things done in society. The Dewey experimental school aroused a great deal of interest and presaged some of the ideas still being argued in educational theory.

The new ideas bubbling up have brought about changes in the methods of educating teachers as well as the methods of teaching

children. Where schools connected with teacher-education institutions had given "practice" and "demonstration," from this time on there was a distinct broadening of the functions to make the school a "laboratory."

Providing for professional laboratory experiences in the pre-service education of teachers is not a recent innovation. From its earliest beginnings, a distinctive feature of teacher education has been the use of an actual school for children. Names given to these children's schools have varied according to their purposes. In the early days of teacher education in this country they were named "model schools." Later some were designated as "practice schools," then "training schools," "demonstration schools," "experimental schools," "campus schools," and more recently the term "laboratory schools" has come into common usage.⁵

Every one of these names for schools providing professional laboratory experiences stems from some particular emphasis on the functioning of the school. The term "model school" refers to the early emphasis upon observation. When the emphasis was interpreted to mean a place where the best methods of teaching would be demonstrated by master instructors, the school was called a "demonstration school." The name "practice school," or "training school" was given when the school was conceived of as a place where teachers in training tried out the skills of teaching.

The research emphasis which has greatly influenced education in the past half century has brought the experimental conception of the laboratory school to the forefront, and some schools, wishing to emphasize their interest in educational research, have been called "experimental schools."

The connection with a teacher-education institution and the convenient location of a school upon the college campus brought the

⁵Perrodin, p. 1.

designation "campus school," which emphasizes a location rather than any specific function.

The common usage today is "laboratory school." While the particular title used may vary, the literature refers to any kind of school providing laboratory experiences in teacher education as a "laboratory school." Sometimes the term "campus" or "off-campus" will be used to designate the location of the school. The term "college-controlled" is used to indicate that the school is controlled by the teacher-training institution, whereas "off-campus" schools are usually relatively free from such control.

The names given to the "laboratory school" emphasize the functions usually performed by such schools today. The three main functions almost universally recognized are (1) observation, (2) participation, and (3) student teaching. To this must also be added (4) research and experimentation although this has been a function not widely practiced, and (5) community leadership.

The application of psychology to the problems of education, beginning around 1900, brought two emphases that influenced educational practice. One aspect is related to the great interest aroused in studying the child and the way he learns; the development of a theory of learning. This interest had its roots in the work of Pestalozzi and of Herbart. Learning theory really began to make its way in education when William James, inspired by the genius of the father of modern pragmatism, Charles Peirce, published his Psychology.⁶

⁶William James, Psychology (New York: Henry Holt and Company, 1892).

In the next four or five decades following the publication of James' work, there was a veritable bees' nest of activity in the field of learning theory. Dewey, Parker, Thorndike, Watson, and Hull, to name but a few of those who tried to develop rigorous learning theories, exerted a tremendous influence. These learning theorists centered attention upon the organism whose behavior was to be changed—the child.

The subject-matter of learning did not lose its interest for the psychologists. The psychological analysis of subject-matter and its professionalization has been called the scientific movement in education. The application of the method of science, crystallized by Dewey in How We Think,⁷ brought the subjects taught in schools under scientific scrutiny. The teaching of reading and arithmetic has received a tremendous amount of attention and methods in these two areas have been radically revised in the light of learning theory.

The psychological interests of the past half-century led to one other pervasive educational concept: the study of individual differences. A great body of information relative to the growth and development of children from birth through adolescence has entered the curriculum of teacher-education institutions as a result of these studies. As a consequence the learner rather than the subject-matter to be learned is at the center of curricular experiences.

Because of the intense interest in child growth and development the laboratory school has assumed great importance as a center for child study. It has become a center where teachers in preparation may

⁷John Dewey, How We Think (New York: D. C. Heath and Co., 1933).

observe and participate with children at work and play in an actual school.

The psychologizing of educational theory, which began to find its way into teacher education at the beginning of the present century, distinctively broadened the two kinds of functions performed by the "practice school" and "demonstration schools." This more inclusive function was made explicit by John Dewey:

I shall assume without argument that adequate professional instruction of teachers is not exclusively theoretical, but involves a certain amount of practical work. . . . On the one hand, we may carry on the practical work with the object of giving teachers in training working command of the necessary tools of their profession; control of the technique of class instruction and management; skill and proficiency in the work of teaching. With this aim in view, practice work is, as far as it goes, of the nature of apprenticeship. On the other hand, we may propose to use practice work as an instrument in making real and vital theoretical instruction; the knowledge of subject-matter and of principles of education. This is the laboratory point of view.

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If the primary object of practice is acquiring skill in performing the duties of a teacher, then the amount of time given to practice work, the place at which it is introduced, the method of conducting it, of supervising, criticizing, and correlating it, will differ widely from the method where the laboratory idea prevails; and vice versa.⁸

Implicit in the term "laboratory school" is the meaning of laboratory made explicit by Dewey. There is little disagreement over the "school" function, but the scope of "laboratory" is subject to a variety of interpretations. These interpretations all deal with details. While details may have certain specific, localized effects,

⁸The Relation of Theory to Practice in the Education of Teachers, Third Yearbook of the National Society for the Scientific Study of Education (Chicago: The University of Chicago Press, 1904), pp. 9-10.

it is the principles of an institution which determine its spirit and the direction it will take.

If one guiding principle were to be extracted from the mass of details written concerning the functions of the laboratory school, it would boil down to the aim of "practice work" which, according to Dewey, is to make "real and vital theoretical instruction: ". . . this is the laboratory point of view."⁹ This aim becomes even more explicit when Dewey writes:

Practice work . . . is administered primarily with reference to the intellectual reactions it incites, giving the student a better hold upon the educational significance of the subject-matter he is acquiring, and of the science, philosophy, and history of education.¹⁰

Possible Laboratory School Functions

A number of research studies and professional publications have dealt with the possible functions of the laboratory school. The Third Yearbook, Part I, of the National Society for the Scientific Study of Education (now the National Society for the Study of Education) was devoted to the topic, The Relation of Theory to Practice in the Education of Teachers. It was in this publication that Dewey made his comments on the laboratory function of laboratory schools previously referred to in this study. McMurray and others described the work of the Horace Mann School at Teachers' College, Columbia University, and reported that because of certain characteristics peculiar to the school it was "little used for practice-teaching," and the absence of

⁹Ibid.

¹⁰Ibid.

this function made "the school all the more valuable as a model for observation, which is its chief function."¹¹ The Speyer School also maintained by Teachers' College was described as follows:

The school proper is primarily a school of practice and experiment. It is used mainly by college seniors and graduate students. A large percentage of the former are normal-school graduates, and many are experienced teachers. They undertake practice-teaching as a required part of their methods courses, and they find its chief value in the criticisms received.¹²

Because of conditions that created an atypical student body and also because of financial problems, the Horace Mann School was closed in 1949, and its experimental functions are now carried on by the Horace Mann-Lincoln Institute of School Experimentation.¹³

Windrow called upon teacher-education institutions to improve the use of the laboratory school so that it might function in education as the hospital functions in medical education. He is especially critical of education professors who invent and prescribe pills but never administer them.¹⁴

Morgan recognized the practice teaching and observation purposes of the laboratory school and called for more emphasis on a third purpose, experimentation with children, to test the different types of methods and subject-matter that may be used.¹⁵

¹¹Ibid., p. 52.

¹²Ibid., p. 55.

¹³Lawrence A. Cremin, David A. Shannon, and Mary Evelyn Townsend, A History of Teachers' College, Columbia University (New York: Columbia University Press, 1954), p. 237.

¹⁴J. E. Windrow, "The Function and Future of the Laboratory School," Professional Laboratory Experiences; An Expanding Concept in Teacher Education, Twenty-Seventh Yearbook, Association for Student Teaching (Lock Haven, Pa.: The Association, 1948), pp.83-96.

¹⁵W. P. Morgan, "Teachers College Laboratory Schools," Phi Delta Kappan, XXVII (February, 1946), pp. 167-68.

Campbell analyzed questionnaires sent to 17 liberal arts colleges and universities. His analysis shows the need for four functions: adequate facilities for observation, participation, demonstration and experimentation in laboratory schools.¹⁶

Caswell suggested broadening the whole program of the laboratory school. He thought prospective teachers should participate in a variety of experiences like those they will meet later in their professional work:

The range of experiences should be wide, including opportunities to make studies of individual children, to observe good teaching, to work with parents, to participate in community activities, to make community studies, to work with children in out-of-school situations, to participate in faculty meetings, to give remedial instruction, to carry heavy responsibility for the instruction of a group over a prolonged period of time, to serve on school curriculum committees, to assist in extracurricular activities, to study problems and resources of the physical environment, and the like. A college which is providing a desirable and, in fact, necessary range of experience must make the whole area within its reach a laboratory.¹⁷

It was Caswell's opinion that the laboratory schools should "restrict research activities to those designed to improve school practice."¹⁸

Olson, on the other hand, believed the laboratory school had the responsibility for engaging in research as part of its graduate study program. While research had been a minor function in many

¹⁶Roald F. Campbell, "Campus School and Student-Teaching Arrangements in Seventeen Institutions," Educational Administration and Supervision, XXXIV (March, 1948), pp. 163-71.

¹⁷Hollis L. Caswell, "The Place of the Campus Laboratory School in the Education of Teachers," Teachers College Record, L (April, 1949), p. 445.

¹⁸Ibid., p. 449.

institutions, he attributed this to the fact that many of them were not connected with graduate schools of education. In the large university setting:

The unique function of the laboratory schools . . . might properly be the scientific study of human growth and relations and the preparation of advanced students for contributions to and applications of such knowledge. In this role, however, the schools must compete with other ways of accomplishing the same purposes.¹⁹

Olson did not presume that the laboratory school was always the best setting for every kind of research concerning children. "It is a part of wisdom to use settings appropriate to the purposes of a study."²⁰

In summarizing the place of the laboratory school in graduate study in education, Olson wrote:

A laboratory school ideally should be a place where systematic studies of growth and development of children are being made and from which emanates a continual flow of communication through classes, participation, lectures, demonstrations, consultations, and publications.

In conclusion, a laboratory school engaged in graduate education should represent some of the philosopher's regard for values, the scientist's regard for the integrity of the research process in the determination of the truth, and the engineer's regard for ingenuity of design and application for use. Such an operation constitutes an important adjunct to graduate preparation for both research and professional advancement.²¹

Tanruther listed characteristics and functions of laboratory schools similar in many respects to those listed by Caswell:

¹⁹Willard C. Olson, "The Role of the Laboratory School in Graduate Education," Graduate Study in Education, Fiftieth Yearbook, National Society for the Study of Education (Chicago: University of Chicago Press, 1951), Part I, p. 73.

²⁰Ibid.

²¹Ibid., p. 82.

1. The campus laboratory school should provide a rich and challenging program of living and learning for the children it serves. . . .
2. The campus laboratory school should exemplify the best in education for children as a means of demonstrating to prospective teachers just what a good school is like. . . .
3. The campus laboratory school should become an integral part of the community it serves and should share in the improvement of community living. . . .
4. The campus laboratory school should share in providing professional laboratory experiences during each year of the student's college education. . . .
5. The campus laboratory school should share in providing opportunities for experimentation and research. . . .
6. The campus laboratory-school staff should share in providing for the successful induction of beginning teachers. . . .
7. The campus laboratory-school staff should share in providing professional leadership in the area served by the college. . . .²²

Ashmore evaluated eleven campus laboratory schools in certain southeastern states. He studied the schools in respect to four functions: (1) student teaching, (2) demonstration and participation, (3) experimentation, and (4) community services. He concluded that:

- (1) The large majority of campus laboratory schools are not being used extensively for purposes of providing student-teaching experiences. . . .
- = (2) It is the present plan of most of the campus laboratory schools to develop, in the future, a well-planned and coordinated program of observation and participation. . . .
- (3) The overwhelming majority of the campus laboratory schools have not in the past been used for purposes of experimentation. . . .
- (4) The large majority of the campus laboratory schools do not have, at the present time, any planned program for rendering community services, nor are many planning to maintain such programs in the future. . . .
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- (7) The evidence would lead to the conclusion that the primary function of the laboratory school should be that of demonstration and participation with the second major function that of experimentation.²³

²²E. M. Tanruther, "The Role of the Campus Laboratory School in the Education of Teachers," Journal of Teacher Education, I (September, 1950), pp. 218-21.

²³Henry Ludlow Ashmore, "An Evaluation of State-Supported Campus Laboratory Schools in Selected Southeastern States" (unpublished doctoral dissertation, College of Education, University of Florida, 1950), pp. 217-22.

Southall studied 115 laboratory schools holding membership in the American Association for Colleges for Teacher Education. He found that "student-teaching was listed by sixty-four as their primary function, observation by twenty-three, observation and participation by sixteen, participation by nine and experimentation by three."²⁴

While Southall reported the primary function of the schools studied, Carrington and Rucker reported the number of laboratory schools who reported the functions in any degree. In addition Rucker studied trends in the functioning of laboratory schools.

In 1938, . . . of 194 teachers colleges and normal schools 154, or 79 per cent, maintained campus laboratory schools. In the same year, of 161 colleges and universities educating teachers, 59, or 37 per cent, maintained campus laboratory schools. Among the 154 campus laboratory schools in the teachers colleges and normal schools, 57 claimed student teaching as the only function. From the 113 campus schools that stated they carried on functions other than student teaching, the following information was reported:

91 per cent use their campus laboratory schools for observation purposes.

49 per cent use their campus laboratory schools for experimentation.

20 per cent use their campus laboratory schools for demonstration.

11 per cent use their campus laboratory schools for participation.

Among the 59 maintained by colleges and universities 36 had student teaching as the only function.²⁵

Rucker's study involved 185 institutions and gives comparable information reflecting the changing emphasis in laboratory school functions:

²⁴Carey Thomas Southall, Jr., "Laboratory School Functions and Teacher Education" (unpublished doctoral dissertation, College of Education, University of Florida, 1955), p. 78.

²⁵J. W. Carrington, "Functions of Laboratory Schools Without Student Teachers," Twenty-First Annual Yearbook (Lock Haven, Pa.: National Association for Student Teaching, n.d.), p. 67, quoted in Perrodin, p. 18.

- 160, or 86.4 per cent use their campus laboratory schools for demonstration purposes,
- 173, or 93.5 per cent use their campus laboratory schools for student teaching,
- 155, or 84.7 per cent use their campus laboratory schools for participation,
- 69, or 37.2 per cent use their campus laboratory schools for research,
- 18, or 9.7 per cent use their campus laboratory schools for the internship.²⁶

In this same study Rucker tried to determine what changes were taking place in the functioning of laboratory schools. In the 185 institutions studied, he found:

- 47, or 25.4 per cent report that student teaching is being reduced,
- 68, or 36.7 per cent report that student teaching is being increased,
- 6, or 3.2 per cent report that other laboratory activities are being reduced,
- 105, or 56.7 per cent report that other laboratory activities are being increased,
- 3, or 1.6 per cent report that laboratory research is being reduced,
- 37, or 20.0 per cent report that laboratory research is being increased,
- 40, or 21.6 per cent report that no changes are taking place.²⁷

Williams studied laboratory schools in state normal schools and teachers' colleges. He queried 160 institutions listed as members of the American Association of Teachers Colleges in 1934 and received 131 replies. The study aimed:

- (1) To survey (a) the laboratory facilities found at present in campus and off-campus laboratory schools of state normal schools and teachers' colleges; (b) the extent to which, and the conditions under which, they are employed; and (c) additional facilities which are potentially available to supplement those now being used.

²⁶Winfred Ray Rucker, "A Critical Analysis of Current Trends in Student Teaching" (unpublished doctoral dissertation, Graduate School of Education, Harvard University, 1954), p. 108, quoted in Perrodin, p. 19.

²⁷Ibid., p. 19.

(2) To formulate a set of criteria, supported by reference to leading authorities, which may be used as a basis for analyzing and criticizing current practices in providing facilities for, and administering student-teaching in, the laboratory schools.

(3) To make such proposals for administrative procedures as can be determined and supported by an analysis and interpretation of the data, and are consistent with the principles which have been derived.²⁸

Williams' study is quite extensive and many of the conclusions are not related to the purposes of this study. He did report, in relation to the college-controlled laboratory school or campus school and its program, that:

The campus school is used to provide all types of laboratory experience. Few institutions use it for experimental purposes. More institutions, 95.4 per cent, use it for student-teaching than for any other single purpose and almost an equal percentage, 94.5, for observation. More than half the schools serve the four purposes--observation, participation, class demonstration, and student-teaching. . . .

Twenty-eight of 113 teachers colleges reserve classes for group demonstrations, and only 13.1 per cent of them have a definite plan for rotation of classes for this purpose in the demonstration school.²⁹

Bradfield studied twenty-four campus schools in eight southern states. He wrote:

Teacher education demands adequate laboratory facilities if the gap between theory and practice is to be bridged. There is a need for facilities which provide for observation of good teaching, for demonstration of teaching procedures, for some experimentation in school practices, and opportunity for prospective teachers to work with children and youth.³⁰

²⁸E. I. F. Williams, The Actual and Potential Use of Laboratory Schools (New York: Bureau of Publications, Teachers College, Columbia University, 1942), p. 20.

²⁹Ibid., pp. 217-18.

³⁰Luther E. Bradfield, "A Survey of Twenty-Four Campus Elementary Schools," Journal of Teacher Education, VI (June, 1955), p. 118.

Hlair, Curtis, and Moon listed the following as possible functions of the college-controlled laboratory school: (1) exemplification of theory in practice performed for college students, teachers in-service, teachers and students from other education institutions, and visiting foreign students; (2) provisions for direct experiences through participation, student teaching, and post-student teaching; (3) experimentation and research; (4) professional leadership through study groups, writing and publishing, participation in conferences, workshops and professional organizations, and in-college professional leadership; and (5) other services such as a production center for teaching aids, and broadcasting and telecasting.³¹

Several professional yearbooks have been devoted to defining the functions of the laboratory school. These have been cited in this chapter as well as pertinent studies.

Effect of Accreditation on Laboratory School Functions

Professional organizations have developed standards for the accreditation of laboratory schools as part of teacher-education programs. The first organization to attempt to establish such standards was the American Association of Teachers Colleges in 1926. This organization adopted the following standards:

1. Each teachers college maintain a training school, or equivalent facilities.
2. Each teacher in the training school has responsibility for not more than forty children at any one time.
3. A minimum per student of ninety hours of student teaching be required.

³¹Lois C. Hlair, Dwight K. Curtis, and A. C. Moon, The Purposes, Functions, and Uniqueness of the College-Controlled Laboratory School, Bulletin No. 9 (Lock Haven, Pa.: The Association for Student Teaching, 1958), pp. 30-42.

4. For every eighteen college students engaged in student teaching there be a minimum group of thirty children.

5. One full-time supervisor be utilized for every fifty student teachers in affiliated schools.

6. At least two-fifths of the teaching in the training school be done by the regular staff or college faculty.³²

This standard influenced laboratory school practices until it was revised after study by the American Association of Colleges for Teacher Education. The work of this group resulted in the writing and adoption of the now well-known Standard VI, which sets forth the functions deemed desirable in a laboratory school.

A committee consisting of John G. Flowers, Allen D. Patterson, Florence B. Stratemeyer, and Margaret Lindsey prepared a set of principles to guide in the accreditation of professional laboratory experiences in teacher-education programs. These principles have exerted an important influence in the direction of the development of the laboratory school program. The principles are as follows:

Principle I. The particular contribution of professional laboratory experiences (including student teaching) to the education of teachers is three-fold: (1) an opportunity to implement theory--both to study the pragmatic value of the theory and to check with the student his understanding of the theory in application; (2) a field of activity which, through raising questions and problems, helps the student to see his needs for further study; and (3) an opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations.

Principle II. The nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student and should be an integral part of the total program of guidance.

Principle III. Professional laboratory experiences should provide guided contact with children and youth of differing abilities and maturity levels and of differing socio-economic backgrounds for a period of time sufficient to contribute to functional understanding of human growth and development.

³²Standards for Accrediting Teachers Colleges, Yearbook of the Association of American Teachers Colleges (Oneonta, N. Y.: The Association, 1926), p. 11.

Principle IV. The professional program should be so designed as to afford opportunity for responsible participation in all of the important phases of the teacher's activities, both in and out of school.

Principle V. Professional laboratory experiences should be cooperatively developed by the student and his advisors. Adequate supervision and guidance should be provided through cooperative efforts of laboratory and college teachers.

Principle VI. Professional laboratory experiences should be integrated with other phases of the student's program. Professional education is the responsibility shared by all members of the faculty, each contributing to the maximum development of the student as an individual, as citizen, and as member of the teaching profession.

Principle VII. Evaluation of the professional laboratory experiences should be in terms of growth in understandings and abilities needed in situations faced by the teacher working in our democracy.

Principle VIII. Physical facilities should be adequate to provide a range of firsthand experiences with children, youth, and adults in varied school, home, and community situations.

Principle IX. Professional laboratory experiences should be developed to recognize needed continuity in the pre-service and in-service educational programs.³³

Five years after the adoption of these principles and their incorporation into Standard VI, Lindsey sampled one-third of the evaluation schedules on file with the American Association of Colleges for Teacher Education in order to determine what had happened to programs of laboratory experiences since the adoption of the standard. Lindsey found some significant changes had occurred which could be attributed to the influence of the accreditation standard:

1. There is significant increase in provisions for professional laboratory experiences throughout the four years of the college program.

2. A greater number of institutions provide opportunities for prospective teachers to observe and participate in activities in the total school and in the community.

³³John G. Flowers, Allen D. Patterson, Florence B. Stratemeyer, and Margaret Lindsey, School and Community Laboratory Experiences in Teacher Education (Oneonta, N. Y.: American Association of Teachers Colleges, 1948), pp. 16-34.

3. Provision for direct experiences is made chiefly through work in educational psychology and methods courses with very limited opportunities in subject-matter courses.

4. In general, students are spending more time in student-teaching, both because of increased emphasis on full-time student teaching and because of increase in the length of assignment to student teaching.

5. Provision for individual differences of students in student teaching is still limited, the chief provision being through adjustments in the nature of activities.

6. There is a marked increase in use of off-campus, college cooperating schools in all phases of the sequence of professional laboratory experiences.

7. The extent to which community agencies are used as facilities for laboratory experiences is far greater than indicated in the 1948 report.

8. Students engaged in professional laboratory experiences still get their guidance from laboratory-school teachers and college teachers of education, with little participation in this activity by subject-matter teachers.³⁴

It can be concluded from this evidence that accreditation standards have been effective in improving the functional organization of laboratory school programs. White has noted that the improvement of laboratory experiences in teacher education through accreditation standards has gone through three stages of development. These stages are roughly equivalent to the period of influence exerted by the American Association of Teachers Colleges beginning around 1926, its successor organization, The American Association for Colleges of Teacher Education with Standard VI in 1948, and the present Commission on Teacher Education and Professional Standards (T.E.P.S.) of the National Education Association. This last organization consists of representatives from different segments of higher education interested in the accreditation of teacher-education institutions. Membership on the Commission

³⁴Margaret Lindsey, "Standard VI--Five Years Later," Seventh Yearbook of the American Association of Colleges for Teacher Education (Oneonta, N. Y.: The Association, 1954), p. 124.

is proportioned as follows: Arts and Science Colleges, three members; American Association of Colleges for Teacher Education, seven members; Chief State School Officers, one member; Directors of Teacher Education, one member; American School Board Association, one member; and National Education Association, six members. The membership of this commission is more widely representative of the institutions of higher learning than any of its predecessors.³⁵

Summary of Possible Functions

The foregoing review has used two kinds of sources of discovering the theoretical functions and program of a college-controlled or campus laboratory school. One group of studies has been cited which shows the functions actually performed by laboratory schools while a second group indicates the functions which are possible, or, in the opinion of the writer, are tenable for laboratory schools. From these studies it can be seen that there is a wide variation of opinion concerning the emphasis upon any specific functions in a laboratory school program. The following five functions represent agreement as to the nature of the functions:

- (1) Providing the best possible education for the children and youth enrolled as pupils in the laboratory school,
- (2) providing opportunity for the observation of children and youth as they grow and learn in the school environment,

³⁵From notes of lecture by J. B. White, Dean, College of Education, University of Florida, Gainesville, Florida, May 13, 1959.

- (3) Giving college students at all levels of experience opportunities for direct experiences with children and youth, and with professional educators working within a school environment,
- (4) Providing for experimentation and research, and
- (5) Providing professional leadership.

Providing the Best Possible Education for the
Children and Youth Enrolled as Pupils in the
Laboratory School

All competent authorities agree that the college-controlled laboratory school can perform its goal in teacher education competently to the degree that it provides the best possible program for its pupils. Implicit in the program of the laboratory school is the responsibility for exemplifying what is best in the education of children and youth. Pupil welfare must come above all other considerations in order for the school to carry out its functions in teacher education. The curriculum of the laboratory school, the facilities for implementing the curriculum, and the staff giving leadership must be able to stand as a model of what is the best in the education of children and youth. To be anything less would be a distortion of the purposes for which such a school is established.

While there is little disagreement as to this function of the laboratory school in theory, the details of its implementation in practice are subject to some disagreement.

There are those who conceive the laboratory school as representative of what prospective teachers will find when entering employment after graduation. This conception would organize the laboratory school as representative of the best practices to be found but these would be

the best average practices--not deviating too far from the norm of those schools usually served by the institution. The argument for this type of program usually refers to the difficulties encountered by beginning teachers who enter the profession from "experimental" or "progressive" university laboratory schools. These students may find themselves in difficulties that require a period of orientation to the more conservative practices of the "average" public school.

On the other hand it is argued that the laboratory school should exemplify practices that are on the educational frontier. Blair, Curtis, and Moon, representing the viewpoint of the Association for Student Teaching, refer to this issue concerning the rôle of the laboratory school:

Laboratory schools are expected to be prepared to demonstrate the new--the latest theories of learning; a modern curriculum organization; the use of new materials of instruction such as audio-visual aids, science laboratory supplies and equipment, and the widest variety of printed materials; and the latest developments in evaluating and reporting pupil progress and effective procedures in providing for the social and emotional development of children.³⁶

This function of the laboratory school is inseparably related to every other possible function of the school. The decision of a laboratory school staff to represent the "norm" or to "demonstrate the new" affects what the school can do in every other part of its program.

For example: What direction does the selection of one or the other of these possible orientations have upon the professional leadership given by the school staff? The choice of representing the "norm"

³⁶Blair, Curtis, and Moon, p. 11.

points out one kind of leadership while the choice to "demonstrate the new" indicates an entirely different kind of leadership.

What sort of research and experimentation can a laboratory school do when one or the other of these alternatives is chosen? How does the choice affect the kind of direct experiences student teachers can have?

These are the kinds of issues raised time and again concerning this first function of the laboratory school. The choice made by a particular school staff, the very way in which the choice is made, will determine the program such a school provides in teacher education.

Providing Opportunity for the Observation
of Children and Youth as They Grow in the
School Environment

The relationship of this second function of a college-connected laboratory with the first function described above is indicated in the phrase "children and youth as they grow in the school environment." The kind of school environment provided for children and youth is directly related to the quality of observation.

An inclusive program of observation will provide for several classifications of students: (1) pre-service teachers, (2) in-service teachers, (3) visiting teachers and students from other institutions and from foreign countries, and (4) students, at the graduate level, preparing for administrative, supervisory, and teacher education specialization.

The question of relative emphasis and of viewpoint flows from the choices made by the laboratory school staff and the way in which those decisions are made.

Pre-service teachers.---The program of observation for pre-service teachers should demonstrate clearly how theories are put into practice. Earlier experiences should relate observation to the theories or principles taught in professional and subject-matter courses. The pre-service observation should provide:

(1) Opportunities for individual child study to observe the concepts of child growth and development, of individual differences, and other psychological principles;

(2) Opportunities to observe the patterns of interaction in a classroom as pupils live and learn;

(3) A school plant exemplifying the best possible functional facilities for learning including service as well as classroom facilities;

(4) Opportunities to observe other school activities such as parent-teacher conferences, P. T. A. meetings, faculty meetings, supervisory conferences, various staff committees, guidance conferences, the work of consultant and resource personnel, administrative details, extra-curricular activities, in short all conceivable activities of a school in operation;

(5) Opportunity to observe a teacher as he relates to his various roles in a total school program. This observation should be inclusive enough to give the pre-service student a clear picture of the work of the teacher in both the school and the community.

In-service teachers.---In-service teachers are concerned with the same theories and principles as the pre-service teacher. The same observation opportunities available to pre-service teachers should be afforded in-service teachers with the expectation that personal

experience provides higher motivation in the direction of solving specific problems in practice. This may sometimes introduce difficulties because the specific problem may seem more important to the in-service teacher than the overall principle involved. The demand of the in-service teacher is frequently concerned primarily with the prescriptive. When a definite prescription cannot be given to solve a particular problem, the in-service teacher may need consultation to discover underlying principles.

Observation in the laboratory school provides an excellent means for balancing these prescriptive demands.

The laboratory school observation may help teachers coming from conservative, traditional, textbook oriented teaching situations by demonstrating the variety of methods possible with a variety of teaching materials. Observation by in-service teachers must be carefully planned and supervised to avoid the possibility of judgments being made upon a limited and possibly distorted observation. The in-service teacher can be helped the most by observation if post-observation conferences with the laboratory school staff can be arranged.

Visiting teachers and students from other institutions and foreign countries.--Observation by these groups requires careful control and planning by the laboratory school staff. This group of observers comes with a variety of needs. Helpful observations and conferences in relation to the needs of visitors require careful planning and should be the responsibility of one person on the staff.

Students, at the graduate level, preparing for administrative, supervisory, and teacher education specialization.--It is easy to overlook the use of the laboratory school for observation by this group of

students yet it is just as important for them as for any other group. The work of each of these specialists is exemplified in a good laboratory school. A planned program of observation coordinated between the instructors in professional subject matter and the laboratory school staff should enable the student to observe the principles of good administration, supervision, and a program of teacher education in a practical setting.

Giving College Students at All Levels
of Experience Opportunities for Direct
Experiences with Children and Youth,
and With Professional Educators
Interacting in a School
Environment

Direct experiences in the laboratory school generally consist of three types: (1) participation, (2) student teaching, and (3) post-student teaching. These may involve students at all levels of experience and training.

These experiences are usually continuous with the observation phases of the teacher education program. The experiences involve relatively greater degrees of responsibility with children and youth. The order in which these types have been listed indicates in a general sense the degree of responsibility given the student. These types of direct experiences are subject to a wide variation in emphasis in different laboratory schools.

Participation.---Participation has come to be the most widely accepted direct kind of experience provided in the college controlled laboratory school. Blair, Curtis and Moon have succinctly defined the goals of participation as follows:

To convince people that theory can be applicable in real life situations requires directed observations and some participation; but to enable teachers, especially prospective teachers, to gain confidence, security, skill and conviction in applying theories, guided direct experiences for an extended period of time are essential.³⁷

Participation experiences are provided prior to student teaching. Participation gives the student a guided experience with pupils in school. It should be an integrating experience in that the theory and practice are more clearly understood in relation to each other. This necessitates close cooperation between the college staff and the laboratory school staff so that both groups may be fully aware of the kinds of experience being offered in participation. Both groups have a shared responsibility for developing the student's understandings and competency.

Caswell envisioned a much broader application of direct experience than is usually afforded the student in education. Participation is usually limited to experiences with one, possibly two, groups of children and the professional staff directly responsible for the education of those children. Caswell would have the participant in direct experiences that give him opportunity:

. . . to work with parents, to participate in community activities, . . . to work with children in out-of-school situations, to participate in faculty meetings, to give remedial instruction, to carry heavy responsibility for the instruction of a group over a long period of time, to serve on school curriculum committees, to assist in extra-curricular activities, . . .³⁸

³⁷Ibid., p. 35.

³⁸Caswell, p. 445.

Judging from the amount of emphasis Caswell would give to participation, he probably considers this the major function of a laboratory school.

Student teaching.--The program of student teaching is largely being reduced in the college connected laboratory school program--in theory at least. As the facilities of these schools have become crowded due to expanding enrollments, and as other kinds of participation experiences have increased, student teaching has been moved into cooperating schools. Student teaching describes a guided teaching experience extending over a long period of time in which the teaching is done in cooperating public schools rather than in the laboratory school. Student teaching in cooperating schools is usually extended over a longer period of time than in the laboratory school.

Student teaching is still retained as a function of many laboratory schools.

Post-student teaching.--Several authorities in describing the functions of laboratory schools indicate the need for some additional participation experiences by beginning teachers. Blair, Curtis, and Moon suggest that the laboratory school staff should be responsible for working with these beginning teachers.³⁹

Post-student teaching might also be interpreted to include certain kinds of direct experience in the laboratory school for graduate students studying in various areas of specialization. The role of the laboratory school in the education of students specializing in public school art, public school music, physical education and

³⁹Blair, Curtis, and Moon, p. 37.

health, remedial reading, education of exceptional children and other so-called "special" teaching areas has not been given any great attention so far as could be determined in this survey of the literature. This is also true in the more general areas of school administration, supervision, and teacher education. The fact that these areas, too, may need services that can be provided by a laboratory school has not received enough attention. Many of these programs remain completely theoretical and divorced from the laboratory school. Once the student has passed through the usual undergraduate preparation and entered on post-graduate studies, there seems to be little further use of the college-controlled laboratory school.

Providing for Experimentation and Research

Observation, participation, and student teaching have been considered the main role of the laboratory school for many years. There has been an increasing tendency to include experimentation and research, at least as a theoretical function, in the program of the laboratory school.

Olson, who was Director of the University Elementary School, and then Professor of Education and of Psychology and Director of Research in Child Development, University of Michigan, Ann Arbor, emphasizes research as a major function of the laboratory school.

What would be the nature of a staff for a school organized in an ideal fashion for purposes of research and advanced professional education? It should represent a balance and integration of key persons working within and without the laboratory school. . . .

The line between practice and science would not be sharply drawn—there should be rather a reciprocal relationship between the two with science pointing toward practice and practices defining

problems that need solution. Pilot studies in laboratory schools should be carried to other settings as the need arises.⁴⁰

Caswell represents the viewpoint of those who feel the laboratory school cannot do an adequate job in teacher preparation and at the same time engage in an extensive research program. He has said:

It is my advice that laboratory schools which have the responsibility of providing laboratory experiences for teachers in preparation should restrict their research activities to those designed to improve school practices.⁴¹

These two viewpoints point up one of the issues facing a laboratory school in organizing its program. Can the laboratory school adequately perform its functions in the preparation of teachers and at the same time carry on educational experimentation and research? There is probably no categorical "yes" or "no" answer possible to this question. The only way to determine the issue is by knowing what goals an institution considers important and then performing the functions amenable to those goals.

A worthwhile program of experimentation and research has been followed in some institutions while in others this function has been dormant, honored in theory but ignored in practice. Questions involving good research design must be carefully considered if research is to be undertaken. It is not enough for a school to accept research as one of its goals, or to want to do "a little research." There is already too ample evidence that many college connected laboratory schools have engaged in experimentation and research in a haphazard, casually organized way.

⁴⁰Olson, pp. 81-82.

⁴¹Caswell, p. 449.

It must be reported in all fairness that some laboratory schools have been relatively successful in carrying out this function. The University Elementary School, Ann Arbor, Michigan; and Ohio State University Laboratory School, Columbus, Ohio, are notable in this respect.

The importance of this function in the program of a laboratory school, as is the case with the other functions as well, turns upon the principles enunciated by the laboratory school staff and the way in which they determine the functions that will be implemented in practice.

Providing Professional Leadership.

Any school professing to be more than a place where children attend classes must function as a part of the community which it purports to serve. A college-connected laboratory school serves several overlapping communities to which it owes more than passive allegiance. The community deserves the leadership of the laboratory school staff. Participation in community activities is a demand that must be met although the laboratory school staff is sorely pressed for time and energy because of responsibilities in its direct dealing with pupils in school, and with college students.

Another major demand on the time and energy of the laboratory school staff is its responsibility in teacher education. Again, leadership is a responsibility. The laboratory school staff is both a giver and receiver of information concerning professional matters in teacher education. The staff needs to attend workshops, conferences, and do consultant service in order to keep in touch with the profession

and to see that the profession is kept informed as well. Writing and publishing is another channel of communication which the laboratory school staff is responsible for using.

Professional leadership also involves the laboratory school staff in the wider community served by the college or university. The laboratory staff must give professional leadership in the college and also to the profession as a whole.

The laboratory school staff should give leadership in all areas of curriculum development and the development of methods and materials. These and many other areas are the province of the laboratory school staff member.

This raises another issue in developing the program of the laboratory school. How can the laboratory school staff member find the time, energy and professional competency required to achieve all the desired functions? Many people consider teaching a group of children or youth five days a week a full-time job. Add to this the responsibility for conferring with parents, working with teacher-education students, and for the many other responsibilities previously noted. The laboratory school staff member begins to spread so thin trying to perform all the desirable functions so as to be ineffectual and frustrated by the many kinds of activities.

The only way to overcome this problem of overextending the program of the laboratory school and its staff is for each school in its own setting to determine what goals are appropriate. The functions required to achieve the selected goals must be carefully considered and the details of their implementation planned by the whole staff. Only

through cooperative staff planning solidly based upon sound principles will a program evolve that has force, direction and a reasoned organization.

The succeeding chapters of this study will deal with the program of a specific laboratory school. The program of this school will be described and criticized in regard to the way in which it performs the functions outlined above.

CHAPTER III

FOUNDATIONS OF THE P. K. YONGE LABORATORY SCHOOL PROGRAM

The present program of the P. K. Yonge Laboratory School represents the contemporary, visible portion of a functioning educational philosophy. Beneath this visible present lies an invisible foundation, an educational tradition that has molded the present program and supports it. This chapter traces the origins of the program of the P. K. Yonge Laboratory School.

Early Teacher-Education Facilities at the University of Florida

The University of Florida was established at Gainesville, Florida by the Buckman Act of 1905. From the very beginning there was a Normal Department in the College of Arts and Sciences to provide teacher training. In 1912, the Peabody Education Board granted \$40,000 to the University for the purpose of erecting a building for a teachers college. The building, named Peabody Hall, was completed in 1913. At that time Teachers College was made a separate school for the purpose of training supervisors and school administrators. The name Teachers College was changed to College of Education in 1931.¹

¹"Bulletin of the College of Education," University Record of the University of Florida, XXVII (August 15, 1932), p. 525.

In connection with its teacher training program, the University maintained a sub-freshman department called the Model School. The curriculum of the Model School required English, mathematics, and science at the eleventh and twelfth grade levels. Other courses needed by a sub-freshman student were taken with the advice of the Dean of Teachers College. The sub-freshmen were students who wished to attend college from areas of Florida without high-school facilities. Following a ruling established in 1924, admission to the sub-freshman courses was denied to students residing in a county with an accredited high school.

According to Dean J. W. Norman, many of the sub-freshmen were older than the usual high-school junior or senior.

Nearly all of them were eighteen years of age. Somebody would be lacking a unit in plane geometry, and somebody would be lacking some other unit--sometimes lacking a whole year. Some hadn't had much high school at all. . . . [They] wanted to get a degree, and, by taking some examinations and passing some of the harder courses, . . . [they] might get through college and high school . . . in four or five years.²

Students in education observed and did practice teaching in the classes in the Model School. Most of the practice teaching, however, consisted of making lesson plans and then teaching the lesson to the other members of the education class. Sub-freshman classes were discontinued after 1927 and student teachers were placed in the Gainesville Public Schools.

Requests for Demonstration Facilities

Since student teaching in Gainesville High School could not provide the different kinds of experiences deemed desirable, Dean Norman

²Interview with J. W. Norman, Emeritus Dean, College of Education, University of Florida, Gainesville, March 10, 1959.

proposed that an appropriation be requested in the University budget to build a demonstration school. In the first request for a demonstration school, Dean Norman wrote:

In the Biennial Survey of Education, 1924-1928, by the Bureau of Education, under the caption "Observation and Practice Teaching," is this significant statement: "A decided tendency is apparent for increased emphasis on the 'laboratory' phase of the teacher-training program." This "laboratory" phase of teacher-training is done by means of the demonstration school, which performs the same function in teachers colleges that hospitals, laboratories, and field work do in other professional fields.

The Teachers College in the University of Florida exists primarily for training superintendents and principals—the leaders in our public schools. Without a demonstration school these leaders can be given little more than theoretical work in education.

Some plan that will provide an opportunity for observation and practice teaching, and a definite, controlled means of practice in the equipment, organization, administration and supervision of an elementary and secondary school, is an essential part of a teachers college. Out of many years experimentation in many colleges, the Demonstration School has developed. We find a good example of this plan in the Florida State College for Women.

From the time of its organization until 1927, Teachers College maintained a sub-freshman department. Practice for prospective classroom teachers was provided for by work with this class. When this class was discontinued a year ago, the work was attempted through cooperation with the Gainesville schools. This, however, can never be entirely satisfactory on account of the distance of these schools from the campus, and because the University can have no part in the control of the local schools. Teachers College has never provided a means for giving its students practical training in the organization, administration and supervision of a system of schools.

The present size of the City of Gainesville will insure sufficient pupils for a school of this kind. Past experience in other colleges indicates that there will be no difficulty in securing enough pupils for the work.

It seems now that a school of about 300 students is desirable. The course of study should extend from the kindergarten through the 12th grade. While practically none of our students will teach in the lower grades, most of them will eventually become principals and it is necessary that they have some opportunity to work through a complete, well-organized school system. This internship will go far towards eliminating waste when the graduate begins actual teaching or takes charge of a system of schools.

The demand for men as teachers is growing every day, but it is for well-trained men, men who have served an apprenticeship and can do real work from the start. In view of the above facts, it is strongly urged that immediate steps be taken towards the construction of a demonstration school on, or near, the campus.

It seems now that the City will be willing to furnish the ground near the campus for the demonstration school building. It would probably be better not to place the building upon the campus itself. For the first unit of this building, with necessary equipment, \$150,000.00 is requested. In order to maintain the twelve grades with departmental teachers in the high school, there should be seventeen teachers at \$1,800 each. As the appropriation could not possibly be made in time for the building to be completed by the opening of the fall term 1929-1930, no request for appropriations for teachers is made for the first year of the biennium.³

A second request for a demonstration school in the same biennial report shows how observation and practice teaching was being done in the summer school sessions of the University prior to the building of the laboratory school.

For several years a small Demonstration School of two (three in 1928) classes has been maintained for demonstration and supervised teaching for teachers who expect to teach in the grades. These classes were in session only from 8:30 until 11:30 daily for six out of the eight weeks of the Summer School. In order to prevent congestion in these classrooms, students have been permitted to observe for only a half hour at a time, and very little demonstration teaching has been possible. On the high school level, there have been no facilities for this kind of work. Students in supervised teaching designed for the high school teachers have made out their lesson plans and have taught them to the other members of their own class. This has seemed to be the best way that could be devised with the funds at our disposal.

In addition to the three teachers in the Demonstration School in 1928, it is recommended that a kindergarten teacher be added to the staff. No work has been offered along this line in the past, but from the number of inquiries from all parts of the State there seems to be more than sufficient demand to justify the additional teacher. An increase in the salary of the Director and of the teacher of the first grade is also recommended.

In the Teachers College report I am asking for a Demonstration School building which will, when completed, be of as much value to the Summer School as to the winter session.⁴

³Report of the Board of Control of the State Institutions of Higher Learning in Florida," University Record of the University of Florida, XXIII (June 30, 1928), pp. 109-110.

⁴Ibid., p. 120.

It should be remembered that the University of Florida was an institution for male college students only until 1947. The Summer Session of the College of Education admitted both men and women. An occasional woman registered during the regular sessions of the University for courses not offered elsewhere in the State of Florida. Female residents of Gainesville could be admitted but very few availed themselves of the opportunity. Most female students, prior to 1947 when the University became co-educational, took work in the School of Pharmacy. Female faculty members of the P. K. Yonge Laboratory School staff also took a course occasionally as a staff privilege.

Since the University limited its enrollment to men, the courses offered in teacher education were limited to the preparation of supervisors, administrators and secondary school teachers. Large numbers of elementary teachers attended during the Summer Sessions.

Another request for funds for a demonstration school appears in the President's Biennial Report in 1930.

A demonstration school composed of the twelve grades and the kindergarten is the most outstanding need of the College of Education at the present time. It is believed that one of the most potent ways of educating teachers is through observation of the best practice followed by an attempt to do actual classroom teaching under supervision. Until a well-equipped demonstration school is built the College of Education will remain hampered in what it undertakes. It is urged that as soon as possible arrangements be made for the construction of such a demonstration school on or near the campus.

In the meantime, the present arrangement should be continued whereby a few of the local high school teachers are given a small compensation for assisting with our supervised teaching program in the city schools.⁵

⁵John J. Tigert, "President's Biennial Report to the Board of Control," The University Record of the University of Florida, XXV (June 30, 1930), p. 93.

Laboratory School Appropriation
Approved.

The sum of \$150,000 was put in the budget for the University of Florida to build a demonstration school in 1930. The following year Dean Norman began visiting demonstration schools at other universities in order to get ideas for the school at the University of Florida. He also succeeded in obtaining the services of Dr. A. R. Mead on a leave-of-absence from Ohio Wesleyan. Dr. Mead had published a book in 1929, Supervised Student-Teaching, which greatly impressed Dean Norman. From the time Dr. Mead arrived at the University in 1931, he was a guiding influence in developing the proposed demonstration school.

Proposed Purposes of School.

The idea of a demonstration school was soon replaced by a much broader conception of what the proposed school should do. Initially, as can be seen in the first request for a demonstration school, the school was intended for the training of supervisors and administrators. While the new school was being planned and built, Dr. Mead tried to define the purposes of the school. He wrote at that time:

The University of Florida proposes to develop a laboratory school for the College of Education. In view of present needs and future possibilities, this school should serve the following purposes: (1) provide for the education of the pupils in the school; (2) provide facilities to student-teaching for a maximum load of 90-100 student-teachers, under the supervision of well qualified supervisors; (3) provide facilities for a certain amount of research and experimentation by members of faculty and graduate students. . . .

Once such a school is in operation, it must serve a wide variety of laboratory objectives, ranging from a single visit of observation to the most highly developed form of student-teaching and experimentation or other forms of investigation. The following objectives are clearly discernable:

(1) To provide sufficient student-teaching facilities that candidates for teaching will have actual experience in (a) interpreting educational practice in the classroom, (b) becoming a

thinker in the theory and art of teaching rather than artisan, (c) acquiring enough mastery of the art of teaching that some of the work will be skills and others sufficiently understood to carry on independently, (d) to be able to analyze independently his own teaching and make plans for improving it. . . .

(2) To provide various types of facilities for observing teaching, or for studying teaching by observation. Such work is needed in the following places in the entire program:

- (1) As a part of Introduction to Teaching;
- (2) As a part of educational psychology, and adolescent psychology;
- (3) As a part of educational measurements;
- (4) As a part of all courses in materials and methods;
- (5) As a part of all courses of the nature of Principles of Teaching, General Method, Foundations of Method;
- (6) As a separate project preparing students in the techniques of complete analysis of teaching, before student-teaching;
- (7) As a means of acquainting the student-teacher with the class he is to teach;
- (8) As a means of improving student-teaching by occasional observations parallel to student-teaching;
- (9) As a means of consolidation of gains by observation after student-teaching.

(3) To provide facilities for participation whenever such activity is desirable. It is deemed especially desirable in (a) Measurements, (b) work preliminary to student-teaching, (c) school administration, but may be used occasionally in all theory or education courses.

(4) To provide a possible laboratory under the direction of the College of Education for observation, participation, or experimentation by teachers of subject-matter for prospective teachers. Perhaps such work would be possible in the near future in physical education and music.

(5) To provide a laboratory for a limited amount of "practice supervision" or "directed supervision" for those students who will need such work.

(6) To serve as a laboratory for occasional projects or investigations in other courses in Education not mentioned above. The fields of Educational Sociology, Guidance, Administration, Theory of the Curriculum, graduate seminar, are examples of courses which can make good utilization of such a school.

(7) To serve as a source of data about candidates for the teaching profession, which data are to be used in placement.

(8) To provide a group of workers who can render efficient service in certain kinds of follow-up work with teachers in service.

(9) To serve as a vast central agency of suggestions to visiting school administrators and persons engaged in preparation of teachers.

(10) To serve (possibly) as the laboratory for studying certain educational problems which may come to the College of Education.⁶

.....

⁶A. R. Mead, "Notes on plans for proposed laboratory school," pp.1-5.

In time the work of the College of Education will require additional facilities of a cooperative type to care for some of the needs listed above.

Such a school does not exist to exploit children. Every possible care must be taken to safeguard their interests.

Such a school does not exist to carry out the so-called "pet" ideas of subject-matter teachers in other colleges.⁷

Qualifications of Supervising Teachers.

Dr. Mead's vision of the purposes of the school and the functions which it could perform are seen to closely parallel the functions postulated from the literature and summarized in Chapter II. Going on with his proposal for a laboratory school, Dr. Mead envisioned a highly competent staff of specialists. He wrote:

The supervising teacher should be able to do the following things:

- (1) do master work in classroom teaching;
- (2) do master work in supervision of student-teaching;
- (3) do some research in writing;
- (4) possibly teach courses in materials and methods in their special fields. The assignment of this function to these teachers will be possible if their teaching and supervising loads are moderate; otherwise, they cannot handle it. If they can carry the work of these courses, it will be a much desired condition.
- (5) exercise all other functions commonly demanded of faculty members of an institution preparing teachers.⁸

Dr. Mead did not stop with these five desirable attributes of supervising teachers for the laboratory school. He went on to describe fourteen competencies to be sought for when engaging teachers to work in the school.

To exercise all these functions requires a group of persons of maturity, of excellent preparation, of experience in classroom work, and in addition, the ability to think, to integrate theory

⁷Ibid., p. 6.

⁸Ibid., p. 10.

and subject-matter, to know and utilize method and philosophy of method, and be able to guide neophyte student-teachers into the art of teaching and thinking through the varied problems of teaching. These teachers must know (1) subject-matter, (2) methods, (3) educational psychology, (4) have a philosophy of the curriculum involving criteria for selection of subject-matter, ability to organize subject-matter, and a knowledge of objectives, (5) educational measurements, so they can evaluate their own instruction and guide student-teachers to do the same, (6) the unique psychological data about life of children of the age level of those with which they are working, (7) the major function of the laboratory school and how these functions are related to teachers, schools, and children in this state, (8) the relationships of their work and of the laboratory school to the other activities and personnel of the College of Education and other divisions of the University, (9) know the meaning of educational diagnosis and be able to make diagnoses of pupils with whom they work, (10) know how to supervise student-teaching so that pupils' interest are protected and assured, and so that student-teachers mature under the guidance of the supervising teacher. These conditions require such teachers to be able to know what the typical achievement of pupils are, how to ascertain whether they are retrogressive in their achievements, and what to do when they are retrogressing to care for their needs and the needs of the student-teacher, (11) to know how to secure data of objective character about teaching done by student-teachers, (12) know how to analyze data about teaching and how to train student-teachers to make such analyses, (13) know how to conduct conferences with student-teachers, using data about teaching done, to promote the maturing of thinking and teaching done by the student-teacher. In other words, these supervising teachers must make supervised student-teaching a reality. This implies students who are teaching, who are studying the art and philosophy of teaching, and who are guided by constructive supervision, (14) on occasion some of these teachers must be able to do demonstration teaching.

.....
 The absolute minimum of quantity of qualification possessed by these staff members should be the attainment of the degree of Master of Arts with special preparation in supervision and teacher training. . . . If the University of Florida really desires to make a significant contribution it must disregard locality, pull, friendly recommendations, applications, and search for staff.⁹

These rather idealistic requirements, like the purposes set forth earlier, have persisted as guidelines throughout the history of the Laboratory School. Twenty-five years--a quarter of a century--after the Laboratory School first opened its doors, the search still

⁹Ibid., p. 10.

goes on to find teachers who have a minimum academic attainment indicated by the master's degree, and special training in teacher education. While teachers with a master's degree are relatively easy to find, those with special preparation in areas of competency related to working with teachers in preparation are still a rarity. The special preparation of laboratory school teachers is an area to which little attention has been given in teacher education institutions.

Status of Supervising Teachers

A third kind of problem affecting the program of the proposed Laboratory School was seen by Dr. Mead. He wrote, in regard to the relationships between the Laboratory School staff and the University faculty as follows:

One of the greatest errors made by teacher training institutions is to make a set of conditions which has, in fact, separated the laboratory school staff from the balance of the university or college staff. All sorts of inconsistencies appear. Inability to cooperate is widespread. Laboratory school staff universally are subject to scorn (often deserved) of other faculty members, and they are plainly given to understand that they constitute a sort of "vermiform appendix" which must be endured, but would be eliminated if possible. There are three remedies for this: (1) select people whose qualifications are on a par with the other faculty members. Making the attainment of the master's degree the minimum will do this; (2) give laboratory school staff the same professional status as other faculty members, as to rank, promotion, salary; (3) appoint to staff of laboratory school persons whose ability commands respect--persons who can hold their own in discussing problems in their own field. . . .

Pay persons with professional rank the salary accorded others in the University with the same rank. . . .¹⁰

The importance of salary and rank was correctly foreseen. The problem returned many times through the years to plague the administration of the Laboratory School. When the P. K. Yonge Laboratory School

¹⁰Ibid., p. 11.

moved into its new school plant on the eve of its twenty-fifth anniversary, the question of staff status still remained in the minds of the faculty to cause some disunity between the faculty of the College of Education and the Laboratory School.

Source of Pupils

Another question, discussed in Mead's plans for the Laboratory School, concerned the source of pupils to be enrolled in the school.

Dr. Mead recommended a broad base for pupil selection when he wrote:

The school should be open to every child in the state rather than restricting it to pupils of the Gainesville area. Pupils of all ages and degrees of ability should be admitted. An attempt should be made to prevent the operation of selective factors. Otherwise, many types of laboratory school work will be prevented and the service as a teacher training agency lessened. If pupils of low mental capacity are eliminated, student-teachers will have no opportunity to study the teaching of such children.¹¹

Planning the School Plant

While these purposes, functions and proposals were being considered, the plans for a laboratory school proceeded apace. The University of Florida received a grant of \$150,000 from the General Education Board matched by an equal amount from the Florida State Board of Control. Soon after receiving the grant, Dr. John J. Tigert, President of the University, sent Dean Norman on a tour of teacher-training institutions with laboratory school facilities. Dean Norman visited the North Carolina College for Women, Greensboro, North Carolina; College of William and Mary, Williamsburg, Virginia; Fredericksburg State Teachers College, Fredericksburg, Virginia; University of

¹¹Ibid., p. 12.

Kentucky, Lexington, Kentucky; and Hampton Institute (Negro), Hampton Roads, Virginia. A second trip included the University of Michigan, Ann Arbor, Michigan; and Ohio Wesleyan University, Delaware, Ohio.¹² During these visits, Dean Norman made notes on the laboratory school buildings and their best features.

I was looking at building more than anything else on those trips: what they had in the way of equipment; what kind of rooms they had; everything that had to do with buildings. I don't know to what extent it influenced me about the program for soon after we got started I decided Dr. Mead would be a good man to have. . . .

My first idea was just a practice school, where they would do their practice teaching. But I soon found out that "practice" was not a good word to use, especially where the parents of the children on whom you were practicing could hear. . . . It was Dr. Mead who suggested the laboratory school.

When Dr. Mead arrived we began our conferences with [the architects]. Mr. [Rudolph] Weaver said: "Now we want you to tell us what you want to do in the building. We are going to build a building around your program."¹³

Dr. Mead took over the major direction of matters affecting the proposed laboratory school. He called a number of people from over the State of Florida who were leaders in school administration and members of the instructional staff of the University to help in planning the school. The architects impressed Dr. Mead, too, with their willingness to design a functional building for the laboratory school. Dr. Mead said:

But we had a University architect that was so different from the ones with whom I had worked—it was wonderful. He said: "We want to know what you're going to do in the building, and then we'll try to make something that will make it possible for you to do that." And that's the way we worked. We didn't get everything, but we worked it that way, and we got a lot for that time.¹⁴

¹²Norman interview.

¹³Ibid.

¹⁴Interview with A. R. Mead, Director, Bureau of Educational Research and Professor Emeritus of Education, March 25, 1958.

This method of trying to build a school designed to achieve desirable functions was a rather unusual procedure. While visiting other laboratory schools, Dr. Norman had heard a remark concerning architects that indicated most of them were not interested in advice.

They seemed to have trouble with them. We didn't have any of that. Maybe because Mead and I didn't have any set convictions. I don't know. I know I didn't know exactly what to do—but I thought that was the most sensible thing that I had heard in a long time. That was the general attitude that we had all the time that we were building. It took months to plan the building. . . . The specifications were, I think, 276 typewritten pages.¹⁵

Construction Contract Awarded

With this kind of cooperative planning, the specifications were advertised for bids. The Board of Control met at the George Washington Hotel, Jacksonville, Florida, on the morning of September 19, 1932, to open bids on the laboratory school to be constructed at the University of Florida. The Paul Smith Construction Company, Haines City, Florida, was awarded the contract on a low bid of \$274,950.¹⁶ Construction of the laboratory school began within a month.

State Financial Crisis Endangers Completion of School Building

At the time the new laboratory school was under construction, the country was in the pit of the depression. Several times the State Treasury had inadequate funds on hand to meet its obligations to the building contractor.

When Governor Dave Sholtz took office on January 1, 1933, his administration inherited a very nearly bankrupt State. While the

¹⁵Norman interview.

¹⁶Gainesville Daily Sun, September 20, 1932.

General Education Board's gift of \$150,000 was a generous one, the State found it almost impossible to provide its share of funds to match the gift. Faced with a financial crisis--at one time the State Treasury had only \$5,000 in cash--Governor Sholtz is reported to have told University of Florida President Tigert, in regard to the laboratory school buildings under construction, to "board the damn thing up."¹⁷ In spite of the backbreaking financial problems, seemingly insurmountable in most areas of State finance, the money to continue construction, while almost always behind schedule and in insufficient amounts, trickled to the contractor. Except for the third floor which was left unfinished for future expansion, the building was completed and occupied by the College of Education in February, 1934.

Laboratory School Dedicated

The formal dedication of the Laboratory School on February 16-17, 1934, brought visitors to the University of Florida campus from as far away as Canada. The Laboratory School was named in honor of Dr. Philip Keyes Yonge, who had served as president and member of the State Board of Control for many years. The P. K. Yonge Laboratory School building was the first building on the campus of the University of Florida to be named in honor of a living person. Dr. Yonge, Governor Dave Sholtz, and President John J. Tigert represented State officialdom at the ceremony. A dedicatory address was made by Dr. Boyd H. Bode, famed educational philosopher from Ohio State University, who

¹⁷Conversation with A. R. Mead, March 16, 1959.

later joined the faculty of the College of Education of the University upon retirement from Ohio State University.

Governor Sholtz accepted the keys to the Laboratory School from Architect Rudolph Weaver. In accepting the keys, Governor Sholtz referred to his earlier skepticism about the project, but, he said, "The inspiration, persistence, courage, indomitable will, and faith of President Tigert sold me the project and we worked together toward this happy completion."¹⁸

Another Financial Snag

Even though the school building had been completed and properly dedicated, financial problems were still to be solved. A number of budgetary proposals were made by the Director, Dr. A. R. Mead, but each one failed to be accepted. Inability to produce an acceptable budget made it difficult to recruit teachers for the school's faculty.

In Dr. Mead's policy statement concerning school staff, he outlined plans to recruit the finest staff possible. Negotiations for the new teachers received a major setback when the Board of Control ruled that two year's residence in the State of Florida was required in order to teach in the Laboratory School. This stopped plans to procure personnel from out-of-state to fill staff positions. This meant the Laboratory School staff had to come from within the borders of the State and limited the possible selections to a considerable degree.

The problem of budgets and salaries was resolved when President Tigert informed Dean Norman that \$50,000 would be available for the P. K. Yonge Laboratory School.

¹⁸Gainesville Daily Sun, February 17, 1943, p. 7.

Month-Long Pre-School Planning

With the building ready for occupancy, the faculty members of the new school were invited to participate in planning the program of the school. The planning sessions were held during the summer of 1934. While the staff was not complete until school opened in September, those who had been employed to teach in the new school, with several exceptions, met for a month of planning during July, 1934. Each teacher attending the pre-planning session received \$100 in salary. Although Dr. Mead planned to "disregard locality, pull, friendly recommendations, applications"¹⁹ in his search for staff, the Florida residence limitation imposed a handicap that had not been foreseen.

The staff of the newly organized school made a significant contribution to curriculum planning in Florida. A month-long summer session which drew upon many planning resources was the precursor of the pre-planning sessions now a regular part of school work throughout the entire State. Teachers today are paid for the extra days of work involved in pre-planning the school experiences, and Mead believes the practice stems directly from this original planning period at the P. K. Yonge Laboratory School.

The newly formed faculty of the Laboratory School met for the first planning program on July 2, 1934, and continued to hold sessions through July 28, 1934.

The first session met in the school library where the group was addressed by the Director, A. R. Mead; and the Dean of the College of Education, J. W. Norman. In his address Dr. Norman challenged the

¹⁹Above, p. 67.

faculty to develop a school program worthy of the building which had been provided. He remarked after an appropriate quotation from the Bible:

Although this building is certainly outstanding, I feel that our undertaking is only forty per cent completed--perhaps not that much. . . . When the building was completed my dream had not yet come true, for it would never come true until the teaching in the building is as good as the building itself. . . . I am expecting what you do in this building to transcend the building, and when I say forty per cent . . . , I merely mean to say that I am hoping that you as teachers may teach in an even better way than is the building. . . .²⁰

In respect to the curriculum to be planned for the new school,

Dean Norman remarked:

If you think of the curriculum that is to be adopted for this school as an end within itself, what do you more than others? . . . If you think of the curriculum as books and facts to be learned only, what do you more than others? . . . If you think of this school as a place where pupils come merely to pile up information, what do you more than others? Everybody--that is nearly everybody--else thinks the same. You ask that man on the street, . . . what a school is for and he will answer that it is a place where one goes to learn things, that is to pile up information. If, therefore, you think of this school as a place where such is to be done, what do you more than others? . . .²¹

Dr. Norman indicated to the new faculty that he thought nothing should be considered sacred in either the old or the new.

Let not a single assumption during this month of study go unchallenged--the new as well as the old, and the old as well as the new. Everything that happened before 1929 is under suspicion, and everything that has happened since is in danger of being half-baked. Let not, therefore, your assumptions go unchallenged.²²

²⁰On the Privilege of Beginning Work in P. K. Yonge Laboratory School," Florida Educational Journal, XII (November, 1934), p. 20.

²¹Ibid., pp. 20-21.

²²Ibid.

With this challenge to do original thinking and to develop a program of education that dared to differ, the new staff began its deliberations.

Staff Prepares Curriculum

The faculty dealt with the objectives of the Laboratory School and determined the kind of curriculum to be offered for children and youth. Certain aspects of administration were carefully considered but in a report of the planning the only mention made of research and teacher education objectives was in a statement of the school's four-fold objective. This statement of objectives was adopted by the staff and corresponds very closely to the functions in Mead's earlier statement of purposes. The faculty wrote:

The functions of the school are fourfold: (1) a laboratory in which the teachers and school administrators of this area can see and study educational practices. This is termed the function of demonstration. (2) A laboratory for the pre-service education of teachers. (3) A laboratory for study and investigation of educational problems. (4) A school for the education of the children. Since this has primacy, it limits all other functions in the quantity and type of activities which may be included in these other functions.²³

The group of teachers who met during the pre-planning month were aware of the importance of all of the functions but they concentrated their attention upon the most pressing task, to produce a curriculum plan and to prepare for the learning activities to be implemented with their pupils. Their concern with the educational objectives and plans for pupils are illustrated by the following list of actions taken during the month-long session:

²³Ibid., p. 22.

1. The group voted as favoring an organization including a kindergarten and twelve years of school work, or at least not less than this amount. (July 6, 1934)

.....
3. The group voted as accepting the social objectives [six areas of life interest from the sociologist Albion Small .²⁴ (July 12, 1934)

4. The group voted to adopt the State Elementary Course of Study. . . . (July 13, 1934)

5. The group adopted the objectives for the elementary school. . . . (July 19, 1934)

6. The group adopted a recommendation that the program be based on the general idea of annual promotions. . . . (July 26, 1934)

7. The group adopted a plan for development of the core curriculum. . . . (July 28, 1934)

8. The group voted to adopt the objectives of the high school. . . . (July 28, 1934)

9. The group accepted as working plans the scheme for units one and two of the core curriculum (Unit 1--The School; Unit 2--Living in My Own Community). . . .

10. In accepting the plan for unit 1 of the core curriculum, the group adopted the idea that the school government should be part of the educational activities of the school.

11. After a report . . . on the functions of the school psychologist and the testing program, . . . the group adopted the plan with . . . modifications as follows: Testing program is to be approved by the Principal and Director; all activities subject to final approval of the Dean, if he desires to exercise such action.

13. In adopting the plan . . . for the administration of the core curriculum, the group adopted the idea that certain teachers should be selected as chairman and home-room teachers for direction of the core curriculum activities.

Besides the above reported actions, the group by passive assent accepted many other features developed in the planning program, such as, the program for integrated library instruction, objectives in instruction in agriculture, purposes of the health and physical education programs, general distribution of the administrative functions, suggestions for the laboratory phases of the work of the school, objectives of the social studies, English, science teaching, Kindergarten education, music education, administration of the library, teachers' work room.²⁵

²⁴See Chapter IV.

²⁵"Final Partial Report of Summer Planning Program for Opening the P. K. Yonge Laboratory School, July 2-28, 1934," Submitted to Dean J. W. Norman by A. R. Mead, Director, pp. 61-63.

A Look Ahead

In the final meeting of the planning program, the Director remarked upon "Some Problems Yet to Come," in which he rather accurately forecast some of the difficulties the faculty would experience as the new Laboratory School began its work as a part of the University of Florida. He foresaw problems related to (1) curriculum, (2) relations of new staff not oriented during the planning program, and (3) relations with school personnel throughout the State. In the words of Dr. Mead:

It is well that we begin to see the path ahead of us. If we adopt the plan of a core curriculum, we inevitably run counter to the established system of credits, classification of subject, and established accrediting by Universities and regional accrediting associations. We cannot predict with surety what action these agencies will take toward us. If they refuse to accept our work, then we will be either compelled to lose a large number of students or to add considerable work and make the core curriculum elective, or lengthen the program beyond the 12th year. Are you ready to accept this problem and hope to solve it by adhering to the program and the plan we have adopted?

Again, not all of our teaching staff are here with us this summer. I have not been able to keep the others informed of our progress and we had no money to pay them to be here with us in this program. When they do arrive, we will, in a sense, have much to do over again. We will have to help them understand what we are trying to do. This will have to be done when we are all very busy. No one can do it alone. Are you willing to accept this as part of your responsibility?

Our students will come from homes in which there are parents who have never had the contacts with a school with a curriculum like the one we are planning. What will be their reactions to it? Will they begin a clamor and withdraw their children, or will they do something else? Will you, with us, help to accept this responsibility?

And, lastly, what will the school people of the state do about this departure from tradition? There are school people with strong influence in the state who have already said that this school should teach the same curriculum that other schools in the state teach but teach it better. Are you willing to stand with your backs to the wall and fight this thing through as a united group? If you are not, let me say frankly now is the time to make a decision, for in my judgment, we shall have to face this issue.²⁶

²⁶Ibid., pp. 59-60.

Dr. Mead correctly defined the problem although he omitted one kind of difficulty which in the end probably produced the greatest heartache and disappointment for him. This difficulty was opposition to many of the policies and practices of the laboratory school from within the University itself.

The staff of the P. K. Yonge Laboratory School was now ready to set forth on its work in teacher education. The course was set and the program projected must now meet the test of practical use. The chapters to follow will each begin upon this foundation and trace the course followed in the development of the program of education for pupils, of teacher education, of research, and of service.

CHAPTER IV

DESCRIPTION AND CRITIQUE OF THE EVOLVING PROGRAM OF EDUCATION FOR PUPILS

Development of Program

A total of 470 pupils registered for attendance at the opening of the P. K. Yonge Laboratory School on September 17, 1934. More than 500 pupils applied for admission to the school. Of those admitted, 30 pupils were enrolled in the kindergarten, 180 in the elementary grades (1-6), and 260 in the high-school grades (7-12).¹ There was a capacity enrollment from the first day of school. The Dean of the College of Education stated in the biennial report for the biennium ending June 30, 1936:

So great has the demand for admission been that the number now on the waiting list is almost equal to the number now in attendance. There are applications now on file for admission to the kindergarten as far ahead as 1941-42. Eighty-seven applications are on file for the kindergarten for the several years 1937-41. The number of applications on file for the elementary division (grades 1-6) is 179; the number in the high-school division (grades 7-12) is 173.²

Any child whose family resided in Alachua County was eligible for admission to the Laboratory School. "Admission was granted in order of application."³

¹Gainesville Daily Sun, September 13, 1934.

²John J. Tigert, "Biennial Report of the President to the Board of Control," The University Record of the University of Florida, XXXI (June 30, 1936), p. 65.

³Ibid.

As the Laboratory School began its first year of work, the staff began to put its projected program into practice. The one-month long planning session held during July, 1934, had set the tone for the staff. The beginning group of teachers was eager to try the new plans. Many of the plans projected for that first year of work were quite advanced for their times. Some of the ideas tried then are still not commonly accepted in many places.

J. W. Norman, Dean of the College of Education, and A. R. Mead, first Director of the Laboratory School, were both imbued with the philosophy of John Dewey through the influence of W. H. Kilpatrick, Boyd H. Bode, and John Childs. Mead had carefully set up standards of competency he wished to find in the ideal faculty member and when he selected staff members for the Laboratory School, he naturally looked for those qualities of mind and spirit in harmony with his own ideas and those of Dean Norman.⁴

The selection process exerted a strong influence on the way in which the program of education would develop in the Laboratory School. It may even have operated as a factor that predisposed the faculty to endorse a social viewpoint in curriculum development. During the planning session, the staff searched "for some statement of the major areas, or groups, of life activities."⁵ The major life interests suggested were those of Albion W. Small. They were "health interests, aesthetic

⁴Above, Chapter III.

⁵A. R. Mead, "The Program of the P. K. Yonge Laboratory School of the College of Education, University of Florida," Curriculum Bulletin No. 2, February 1, 1937 (Gainesville, Fla.: Bureau of Educational Research), p. 2.

interests, wealth interest, intellectual interests, rightness interests, and social interests."⁶ The staff translated Small's classification under the six following headings:

. . . (1) the health and physical interests and activities; (2) the scholastic, literary, and intellectual interests and activities; (3) the economic and vocational interests and activities; (4) the ethical, religious, "rightness" interests and activities; (5) the recreational, enjoyment, appreciative or aesthetic interests and activities; and (6) the social-civic interests and activities.⁷

The life interests were related to the program of the school as illustrated in the following description of activities or interests grouped under each life interest:

Health, or Physical Interests and Activities.--Cared for primarily through medical examination, nurses' service, health and physical education program.

Rightness, or Ethical, or Moral-Religious Interests and Activities.--Cared for primarily through Living in My School and My Community, supervised conduct, student government, social studies.

Aesthetic, or Recreational Enjoyment, Interests and Activities.--Cared for primarily through music, art, literature, play activities, hobbies, and social life of the school.

Wealth, or Economic Vocational Interests and Activities.--Cared for primarily through study of economics, business education, agriculture, shopwork, home economics.

Intellectual, or Knowledge, or Scholastic Interests and Activities.--Cared for primarily through the study of the subjects of the curriculum, and arousal of worthwhile interests.

Social, or Social-Civic Interests and Activities.--Cared for primarily through social studies, Living in My School and My Community, school government.⁸

Central to these major life interests was the child himself. What kind of curriculum would best serve the needs of the child? Mead answered this when he wrote:

⁶Ibid.

⁷Ibid.

⁸Ibid., p. 3.

Basic to the entire program was the assumption that we must study and know our children. We were handicapped because the children were not yet enrolled and we had but meager information about them. . . .

Another basic assumption was that certain experiences of the school should be shared by all children. This was referred to as a "common core of experiences" and soon the term "core curriculum" was substituted. Next, the question of organization of these experiences was faced. Finally, it was agreed that an integrated program be built from Kindergarten to the end of the ninth year, and further if possible. As a result, our "Core Curriculum" consists of two parts, viz., one integrated and one not integrated.⁹

The basic two-part conception of curriculum was a strong influence on the Laboratory School program. "Core curriculum" has been a consistent concern of the School since the beginning.

Three sets of general objectives were adopted by the staff to guide the development of the curriculum. These were as follows:

1. The general objectives of the school:
 - (a) To further the education of the children who attend the school;
 - (b) To serve as a center for study, investigation and experimentation in the field of education;
 - (c) To help in the pre-service preparation of teachers;
 - (d) To serve as a center for "demonstration" for teachers, school administrators and laymen.
2. The educational objective for the children of the school:
 - (a) The Elementary School and Kindergarten.
The general objective is to provide for the maximum growth and development of the child through wholesome living. Subordinate to these are four others:
 - (1) To stimulate intelligent, purposeful inquiry and creative expression.
 - (2) To develop through worthwhile experiences standards of conduct, modes of behavior, habits, attitudes, knowledge and interests socially desirable.
 - (3) To give the child an understanding of his environment and his relation to his environment.
 - (4) To develop the ability to use those skills needed by the child for abundant living.
 - (b) The six-year high school objectives:
The general objective of the school is to contribute to wholesome individual and group living in any situation. Subordinate to this are six as follows:

⁹Ibid., p. 9.

- (1) To develop further ability in skills and knowledge necessary for efficiency as a member of society.
- (2) To develop abilities in reflective thinking, involving creative activity for use in solving social problems.
- (3) To develop intellectual curiosity which will extend beyond the period of formal education and enable the individual to continue growth and development as an adult.
- (4) To encourage a type of thinking that will develop individuals, including gifted persons, whose activities will bring society to a higher level--a level on which justice, service, and joyous living will prevail to a greater degree than at present.
- (5) To aid in stimulating and developing interests, tastes, appreciations, and ideals which will enable the individual to render maximum service to society.
- (6) To aid the adolescent in finding a satisfactory place for himself in his own group and in the community.¹⁰

Certain kinds of activities were thought to be important for pupils of all levels--kindergarten through grade twelve. Two units were selected to be taught at all levels. One of these, entitled "Unit One, Living in the P. K. Yonge Laboratory School," was recorded in detailed curriculum records through 1942. Mead reported:

All teachers contribute to it and it appears definitely in each year's work . . . , and usually oftener. It is concerned primarily with the ordinary life of the children of the school and with means of utilizing the school to their advantage. Through this school activity the children learn use of equipment; need for cleanliness and sanitation; nature of the school's work, program and daily schedule; regularity and promptness of attendance; nature of health services; utilization of the library; history of the school; use of the auditorium; how to live with each other; how to readjust when one has been out of the school situation; and many other matters.¹¹

Another unit, "Unit Two--Living in My Community," was organized at the same time as Unit One. Its purpose was to extend the child's

¹⁰Mead, "Program of the P. K. Yonge Laboratory School," p. 8-9.

¹¹Ibid., p. 10.

interests out into the community in which he lived. Unit Two, however, was not as universally used as was Unit One.

These considerations cut across all levels of the program. The further evolution of the program will be examined under the following divisions: (1) the development of the elementary school program, (2) the development of secondary school program, and (3) the development of the program of other activities.

Development of the Elementary School Program

The elementary school program of the Laboratory School might be most nearly described in modern educational terminology as "life experience" curriculum. The first elementary teachers in the Laboratory School organized their curriculum into "integrated units," with major emphasis being upon "**social interests**" rather than the usual school subjects. This is made apparent by an examination of the units taught during the school year, 1934-35. A list of unit titles by grades follows:

Kindergarten:

- Home and School
- Thanksgiving
- Indian Life
- Kindergarten "At Home" Day
- A Kindergarten Garden
- The Christmas Season
- Care of Pets
- Habits of Birds

First Grade:

- Living in the P. K. Yonge School
- Indian Houses, Foods and Clothing
- Reading, Writing and Numbers
- Evaporation
- Special Days (Armistice Day, Halloween, Thanksgiving)
- Christmas
- Mural Painting in First Grade Room
- The Playhouse
- Furnishing the Playhouse and Home Living

Second Grade:

Living in the P. K. Yonge School
 Seasonal Units
 Preparation for Christmas
 Trees
 The Post Office
 The Fire Department
 Christmas Customs in Other Lands
 A Study of Holland
 Making Gardens
 Our Store
 Health
 Our Birds

Third Grade:

Living in the P. K. Yonge School
 A Flower and Garden Project
 Study of Temperature
 A Study of Primitive Life
 A Study of China

Fourth Grade:

Living in My School
 Paper Making
 Switzerland
 Norway
 The Belgian Congo
 A Study of France
 Review Unit for the Year

Fifth Grade:

Living in My School
 New England
 School and Three National Parks
 Life in the Eastern United States
 Southern Colonial Life
 Mexico and South America
 Canada

Sixth Grade:

Living in My School
 A Study of Ancient Gaul
 Knighthood

The types of units reported in the curriculum records did not change much over the period of time during which they were kept. Following the school year 1941-42, the curriculum reports became much more abbreviated due to frequent changes in staff occasioned by World War II. The records evaporate altogether following the school year 1946-47.

The departure from rather strict adherence to the material usually found in textbooks for the elementary school was apparent in the primary grades, and, even in the fifth and sixth grade, teachers and pupils quickly found an orientation that ignored the textbook organization. Some excerpts from the curriculum records illustrate this.

In a report dated November 1, 1935, fourth grade teacher Kathleen King reported a unit on "Bacteria and Health." Since this was her first unit in the school year, the approach began with an orientation to the school.

The first two weeks were spent in a kind of survey. We wanted first to know each other better. . . .

We wanted second to know our school room better. . . .

We wanted third to know our school plant better. . . .

Through further investigation, the school cafeteria was discovered. In our discussion of the electric dish washer, stove, food preservation, etc., the present unit, Bacteria and Health was the natural outcome. . . .¹²

Objectives for the unit were listed as follows:

- (1) To show that efficient living is dependent upon knowledge of the principles of health and sanitation.
- (2) To find out ways in which science has helped man take proper care of food and prolong life through sanitary measures.
- (3) To cultivate the habit of looking for cause and effect instead of taking things for granted.
- (4) To accomplish desirable achievement in the so-called fundamental subjects through a need for those subjects in solving the problems set up in this unit.¹³

In a curriculum report dated for the period January 5-May 29, 1942, fourth-grade teacher E. K. Green wrote the following:

In connection with establishing better trade relations with South American Countries after the war, Patty's father was going

¹²"Curriculum Record, 1935-1936," P. K. Yonge Laboratory School, Gainesville, Florida, p. 17.

¹³Ibid., p. 13.

to Ecuador, taking his whole family. There could have been no better incentive for initiating a study of Latin America. . . .

I was particularly glad that this study came about so naturally because (1) the group as a whole needed more experiences in the social science areas, (2) needed to develop more fully concepts of interdependence and tolerance, (3) needed further studies involving geographic areas, (4) needed to develop tolerance, and (5) to establish a kindlier feeling toward Patty even though she was leaving. . . . Activities centering around her trip included map-making of airplane routes, products, topography, the making of Latin American flags, studies by individuals of the following topics: jungle animals, snakes, transportation, foods, the Incas. As a group a project of weaving baskets was completed. Songs of various Latin American Countries were learned. Two movies [were shown]. . . .¹⁴

Units selected for study in the fifth and sixth grade indicate a certain amount of respect for the traditional subject matter lines of the social studies curriculum. But, while the choice of units seems to come from a textbook organization, the activities in which the class engaged were quite flexible. The curriculum report made by fifth grade teacher Eunice Jean Peiper for the period December 10, 1940-February 28, 1941, illustrates this point:

INDUSTRIAL GROWTH AND THE UNITED STATES TODAY

(A) Soon after the Civil War the United States, having reached its continental growth, began to grow in wealth, power, world influence, etc. Population became concentrated in certain areas and inventions made life easier thus causing a new way of living. Along with these changes and growth new problems arose.

(B) Activities

(1) Tried to reconstruct a few inventions, learned to explain others.

(2) Made a peep show showing pictures of trains, automobiles, boats, and aeroplanes from earliest to most recent. Pictures were pasted on cloth bringing about learning activities in measuring balance, cooperation.

(3) Learned where industrial centers are, why industries have grown up in certain districts, why the large cities are where they are, what caused influx of foreigners, why immigration restrictions were made and why social problems.

(4) Told of experiences in visiting industries and industrial centers.

¹⁴Ibid. (1941-1942), p. 3.

- (5) Watched newspapers for pictures depicting industry.
- (6) Sang songs of the industries: The Boll Weevil, Home on the Range, Git Along Little Dogie.
- (7) Arranged exhibits from various sections of the United States--one of soils in the show case.
- (8) Made product maps of U. S. showing where various products are most prominent.
- (9) Discussed problems of living in America today many of which have arisen from industry. Continued to discuss current events.
- (10) Wrote stories and accounts of factories, mines, places of interest visited.
- (11) Working in four groups made four cut-out paper murals.
- (12) Wrote original stories and poems of life in the U. S. today.
- (13) Enjoyed poetry since Walt Whitman. Compared with earlier poets.
- (14) Saw film slides on coal and marble mining.
- (15) Wrote to several sources for free, illustrative materials for this study.
- (16) Exchanged letters with a school in Texas relative to the differences in locality.¹⁵

These illustrations taken from reports made by teachers at the time indicate the social orientation of the Laboratory School staff. Some teachers selected the units which they used from the interests of children as they happened to occur--incidentally--while others followed more traditional subject matter guidelines. But, no matter which starting point was used, the activities indicate an awareness of social needs as well as the needs of the individual.

The "integrated core" curriculum, or "life experience" curriculum emphasized general education in the elementary school. Certain areas were taught by a specialist other than the regular classroom teacher.

In 1934 the special areas included physical education, library services, music, and health and nursing services. These

¹⁵Ibid. (1940-1941), p. 2.

special area teachers tried to work with the regular classroom teacher in integrating their work with the general curriculum. It is difficult to judge from the curriculum records just how successful this integration was. At first there seems to have been some success although some special areas were taught in isolation. Any integration of special subjects was probably due to the ability of the classroom teacher and special teacher to find ways of working together, and this was influenced by the individual personalities involved. Conversations with persons who taught in the elementary school during the earlier years indicate there was integration of special areas in some but not all classes.

Typing was introduced as a special area as early as 1935. It appeared thereafter from time-to-time in either the fifth or sixth grade. Industrial arts and homemaking was included in the curriculum for a time as an exploratory experience.

The impact of World War II brought some changes to the titles of units reported in the curriculum records. Many of the activities reflect concerns about fathers who were in the armed forces, War Bonds, air raids, and modern warfare. The kindergarten children carried on a correspondence with their fathers stationed at distant military bases. The letters, written and received, were reproduced in a pamphlet entitled, "A Letter to Daddy."¹⁶

Although World War II caused unit titles to change, fundamental changes in the nature of the curriculum are not apparent from available records. Spanish was introduced as another special area in the

¹⁶Charlotte Dunn, "A Letter to Daddy" (Gainesville, Florida: P. K. Yonge Laboratory School, 1945).

elementary curriculum but some of the others like typing and industrial arts had shrunk in importance. The impact of the war years had its greatest effect through the instability of the staff, inability to provide adequate materials and equipment, and loss of early focus on curriculum development.

The records may have been discontinued because Dr. Mead retired as director of the Bureau of Educational Research in 1950. The curriculum records had been made and kept largely because of his insistence upon them.

Other important changes came at about the same time. The elementary division of the Laboratory School began to assume new functions after 1947. The University of Florida admitted women to the University in 1948 and this placed new demands upon the elementary division. An Elementary Education Department was organized in the College of Education. This brought about a need for observation, participation, and student teaching in the elementary grades. These functions had previously been of minor significance. A new dean was appointed for the College of Education in 1949, and this was followed by a reorganization of the College and of the Laboratory School within the College. The inadequacy of the old P. K. Yonge School building was quickly realized as new functions outmoded the old facilities. A decision was reached to build a new Laboratory School and teachers were involved in the planning for this.

There is little evidence to show that the elementary school program had any consistent theoretical orientation following World War II. Frequent changes of personnel, organization, and the move to a new school plant in 1958 made it difficult to maintain an effective program of curriculum study and development.

Development of the Secondary
School Program

The early concern of the Laboratory School with "core curriculum" was unique in 1934. Wright remarked upon the relative newness of the "core" idea in her latest report on the core program in the United States:

Except for one school which had a limited seventh-grade common-learning program dating back to 1927, the earliest block-time programs in this study were developed in the years just preceding World War II.¹⁷

The block-time class has become rather well-accepted in the junior-high school. It has spread to some extent into the senior-high school and into certain college programs. The general education courses required of all freshmen and sophomores in the University College of the University of Florida, and typical of many other institutions of higher learning, illustrates the "core" idea translated into practice at the college level of education. The term "core" in this case, as is the case also in the early Laboratory School program of education, refers to the block-time courses required of all in the school's educational program.

Previous mention has been made of the plans developed for an integrated core in the secondary division of the Laboratory School, and its relationship to life interests, or a social core of interests, around which class learning activities would be developed. The first unit, "Living in the P. K. Yonge Laboratory School," has also been described. The curriculum records for the school year, 1934-1935, show that this unit was used extensively in the secondary division of the school.

¹⁷Wright, p. ix.

In order to illustrate the kinds of units developed in the integrated core curriculum of grades seven, eight, and nine, a list of units with a brief description follows:

SEVENTH YEAR

- (1) Guided Reading and Creative Expression. Activities to secure more reading and desire for reading, and to obtain other reading abilities as well as creative expression.
- (2) Myths and Legends. Activities to secure enrichment, foster interests and improve certain skills, a unit in humanities.
- (3) Gainesville, My Community. Activities to learn better understanding of Gainesville, make graphs and improve a great variety of skills.
- (4) Plant and Insect Life. To awaken an interest in the plant and insect life in the immediate vicinity of the school.
- (5) Interdependence of Farm and City. To bring about a closer relation between the city child and the farm child through an understanding of the interdependence of the farmer and the business man.
- (6) The Government of Florida. To cause the pupils to understand the influence of the State Government on our daily lives, and to gain a knowledge of the general makeup of the state government.
- (7) Development of Historical Pageant Dealing with American History. To give opportunity for creative expression by the creating of scenes after reading historical materials.
- (8) Courtesy. To express in an appropriate manner our appreciation to those who have helped us.
- (9) Development of International Relations. To reveal the forces that have affected the course of our history.

EIGHTH YEAR

- (1) Out-of-Doors in Alachua County. Nearly 50 activities centering about contacts with trees, birds, and flowers. An enrichment unit. To secure greater range of information about nature and to enjoy nature.
- (2) Learning to Correct Sentence Errors. To study individual errors in themes, and to drill on correct use of tenses.
- (3) Improvement of Sentence Structure. To improve grammatical structure of sentences.
- (4) Story Telling. Organizing important details and retelling stories to class.
- (5) Creative Expression. To stimulate observation; to develop ability in expressing ideas.
- (6) An Enrichment Unit. To afford an opportunity for enrichment to a selected group of gifted or advanced students from the 8th grade core curriculum.
- (7) Exploring Facts about Government. To lead to an understanding of the meaning and purpose of government.
- (8) Exploring the High Lights in American History. To show how the European nations discovered the New World and their motives in exploring and colonizing it.

(9) United States and Foreign Affairs. To trace our relations as a nation with other countries, and to see how the controversial questions that arose with them were settled.

(10) Contributions of Young People to Their Homes. To develop some new interests in contributing to home life.

NINTH YEAR

(1) Units continued from previous period. Units on courtesy, painting pictures with words, skill and expression of ideas, integrated library activities, remedial work in English, motion pictures and painting.

(2) Units on the Influence of the Newspaper on My Community. To develop some ability to examine with fairness the things which American people (families) want to do; want to have, want to be. To develop some appreciation of the probable role which the motion picture is playing meeting these wants (and in stimulating these wants).

(3) A Series of Radio Programs. A unit on the drama, culminating in five one-act plays.

(4) Unit on Guidance and Study Habits.

(5) Unit on Health and Digestion.

(6) Unit for Enrichment. Julius Caesar.¹⁸

The work in physical education and music was partly integrated. The integration is not too apparent from the records except at the elementary school level.

Mathematics and science were a specific part of the program in grades seven, eight and nine, and in addition the following experiences were included:

(a) Vocational guidance programs for all seniors, (b) library service in which the librarian and teachers cooperated to a high degree, (c) health service by the school nurse, teachers of health and physical education, and cooperating family physicians, (d) remedial work as planned during an earlier part of the year.¹⁹

In the beginning, grades ten, eleven and twelve were also included in the core curriculum. The content of the core began with general education units of the type illustrated above. By the school

¹⁸Mead, "The Program of the P. K. Yonge Laboratory School," pp. 11-13.

¹⁹Ibid., p. 14.

year of 1938-1939, the curriculum records indicate that one-third of the school day was devoted to the core curriculum. This core was a blending of social studies and English. The program of studies is reproduced from the curriculum in Table 1.

TABLE 1
PROGRAM OF STUDIES, 1938-1939

| The Core Curriculum | Special Interest Fields |
|------------------------------|-------------------------|
| <u>Grades 7, 8</u> | |
| One-third of the day | One-sixth of the day |
| "The Core Curriculum," | Exploratory Fields |
| Integrated work | a. Art |
| One-sixth of the day | b. Industrial Arts |
| Mathematics | c. Home Economics |
| One-sixth of the day | d. Foreign Language |
| Music and Directed Reading | e. Typing |
| <u>Grade 9</u> | |
| One-third of the day | One-third of the day |
| "The Core Curriculum," | General Mathematics |
| Integrated work | Algebra I |
| One-sixth of the day | Latin I |
| Physical Education and Music | General Science |
| One-sixth of the day | Industrial Arts |
| Library Period | Home Economics |
| <u>Grades 10, 11, 12</u> | |
| One-third of the day | One-third of the day |
| "The Core Curriculum," | Algebra I, II |
| Integrated work | Plane Geometry |
| One-sixth of the day | Solid Geometry and |
| Physical Education and Music | Trigonometry |
| One-sixth of the day | Biology |
| Library Period | Physics |
| | Chemistry |
| | Art |
| | Industrial Arts |
| | Home Economics |
| | Typing |
| | Shorthand |
| | French I, II |
| | Latin I, II, III |

Beginning in 1938, the Laboratory School participated in the "Florida Program for the Improvement of Schools." The Laboratory School cooperated in the project by providing duplicated curriculum records. In an introductory statement to the curriculum record for 1938-1939, the purposes were stated as follows:

Primarily to (1) record and evaluate this year's plans and practices; (2) insure the continuous and progressive development of the students; (3) plan effectively an improved, progressive program in future years; and secondarily to (1) serve undergraduate and graduate students, teachers in service and members of university faculties who are studying or inquiring about the school; (2) present an approximately complete account of the year's experiences of the first Cooperating School in the Florida Program for the Improvement of Schools to the faculties of the other Cooperating Schools and all others who may be involved in or interested in this program.²⁰

The Core Staff of the Laboratory School met weekly to discuss, evaluate, and exchange ideas for making the program of education more effective. Several members of the teaching staff assisted other schools in a consultant role and worked with the State Department of Education.

The "Program for the Improvement of Schools" was terminated at the end of the school year 1940-41. This study of curriculum led the core staff to a better understanding of the program but these good effects were soon dissipated by the instability created by World War II.

World War II was a difficult period for the secondary division of the Laboratory School. While the problem of staffing the school will be discussed in Chapter VIII, it must be noted that the many changes of staff made program improvement difficult. As a matter-of-fact World War II caused the block-time class organization to be discontinued for a time. The demands of the war made it difficult to recruit teachers

²⁰"Curriculum Record, 1938-1939," p. 1.

for the Laboratory School who were interested in the "core," and several of the elementary school teachers were assigned to the secondary division to replace teachers who left due to the war. Lewis described the situation as it was when he became principal in 1944:

It had been difficult to keep things going for all of the schools during the war years. . . . When I got back the core as I had known it when I left had evaporated. They had separated teaching. They used a term called "English core" and "social studies core" but the block-of-time under one teacher, and so forth, had gone.²¹

Lewis made some efforts to revive the block-time classes in the secondary division of the Laboratory School.

We didn't do a great deal during the three years [of Lewis' principalship] to establish it. The first thing we did was begin to schedule a teacher with a class for two consecutive periods, hoping thereby to let the subject-matter lines become dim and perhaps erase them as a teacher worked through the block-of-time. We had a lot of problems. The war was still on. We had lots of teachers who came and went.

I would say as far as core program, as far as any type of innovation or experimentation in curriculum research, was concerned, we didn't do it. We tried to run a good school. We tried to keep the quality of instruction as high as we could. There was no organizational or curriculum innovation.²²

The secondary curriculum received little effective staff attention although several efforts were made to revise the program. The rapid social changes following World War II which brought about the reorganization of the College and efforts to attract and hold teachers constituted major problems and received staff attention.

Dr. Kimball Wiles, assistant dean of the College of Education, reviewed the developments in secondary curriculum in the Laboratory School as follows:

²¹Interview with Hal G. Lewis, Professor of Education, March 25, 1959.

²²Ibid.

In the ninth through the twelfth grade, the two-period general education, basic education, core, or whatever you call it, has undergone quite a metamorphosis in the past eight or nine years. When I first came here, this core was very loosely organized in terms of saying, you put a teacher in with a group of youngsters for two hours a day and they plan to do what they want to do.

We were running into a lot of parent dissatisfaction. There was a lot of concern about the fact that some subjects should be repeated with the same group of youngsters as many as two years out of the four. Juvenile delinquency was always a popular topic.

Then they moved to attempt to put more structure in it. They set up, roughly, fifty resource units, and they assigned about twelve to each grade. But each group of students going through was free to choose not only from the twelve assigned--from the ninth grade, for example--but they could also choose from the eleventh or twelfth grade. The choice became a part of the curriculum record and the unit wasn't repeated. This was an attempt to provide more structure in the core. This was done about the time Ed Davis' study of the core was conducted.

The past two years has seen a more rigid structuring of the core than there has been before--a more careful attempt to meet the requirements of English and social studies in the core. . . .

About three years ago, maybe four, we had a very sharp division of thinking between the core teachers and special teachers and other subject matter teachers on the faculty. This led to the experiment about three or four years ago of having every teacher a core teacher. Every person taught one period of core as far as this could be arranged. This, too, led to a different interpretation of core and the changing of the nature of it. . . .²³

This description of the evolving program of education in the secondary division of the Laboratory School has been mainly devoted to a consideration of the development of the "core curriculum." This has been the point upon which the Laboratory School has differed from the more traditional kinds of curriculum. Reference to Table 1 indicates that the special subjects had their place in the secondary curriculum. There seemed to be no need to discuss them since they followed the usual pattern.

²³Interview with Kimball Wiles, Professor of Education and Assistant Dean of the College of Education, April 7, 1959.

Development of the Program of
Other Activities

Eggert referred to the extra- and co-curricular areas when he stated:

Those are the areas in which we think that P. K. Yonge School excels. Students are constantly on their feet, getting the facts related to a situation, working those facts into their thinking, and coming out with their own conclusions. Our school always had a differing concept of discipline. We tried in every way possible to put the students on their own--letting them make many of the judgments involved. . . . I think these are some of the strengths of the Laboratory School. I think, from what I have observed in the past few years, they continue to be one of the strengths.²⁴

As a part of the educational program, these "extra-curricular" areas are of considerable importance. Dramatics, instrumental music, chorus, school publications, and student government are reported throughout the history of the Laboratory School. An annual operetta, the school annual, as well as the usual junior and senior class plays have become a part of school tradition.

The performance of the guidance function has been the responsibility of the classroom teacher from the beginning. A school psychologist served on the first school staff and one is on the staff at the present time. The psychologist has worked with teachers in an advisory and helping capacity rather than controlling and administering the guidance program. One of the reasons for adopting a core program in the first place was the fact that the teacher was responsible for guidance as the person who knew the pupil best. Thus, every pupil

²⁴Interview with C. Lee Eggert, Professor of Education, March 13, 1959.

is guided by a person who knows him rather intimately due to long and close contact with him in the classroom.

Parents have always been an important part of the program of guidance for pupils at the Laboratory School. The Laboratory School organized one of the first Parent-Teacher Associations in the Gainesville area. Mead began to work with parents in the Parent-Teacher organization in 1934. At the time many schools did not want a parent organization for fear parents would interfere in school matters. Mead preferred to have parents working with the school although warned by other administrators in the area of the dangers.²⁵

When the Laboratory School opened its doors the country was in the midst of the difficult Depression years. One of the first tasks taken on by the Parent-Teacher Association was to feed about fifty indigent children. Parent-Teacher Association minutes for a period of three years indicate this was a major project.

The school health and nursing service was also related to a concern for the child. The Laboratory School required from the beginning, as a condition for admission to the school, a physical examination by a physician. Likewise, a school nurse was appointed on the first staff. The school was probably the first in Florida to utilize a school nurse on a full-time basis. Most of the nursing services in Florida have been a function of the visiting nurse from the County Health Unit.

The projected purpose of the school nurse was to develop an integrated health program that would involve the school nurse and the

²⁵Mead Interview.

classroom teacher in a "cooperative program for health protection, health promotion, and health education."²⁶ While some attempts have been made to use the school nurse for "health education," her major function has been supervisory. She performs such duties as keeping health records, weighing, measuring, etc., and making talks or demonstrations before class groups when requested to do so by the teachers.

Present Status

The previous portions of this chapter have described the evolving program of the P. K. Yonge Laboratory School. In the following paragraphs, the present program of the school will be described.

The "Teachers' Handbook" indicates that the Laboratory School aims to foster pupil growth in:

Skills and Abilities--improving in reading, writing, spelling, speaking, listening, measuring, computing, problem solving, and leadership.

Knowledge--acquiring and organizing facts concerning himself, others, and the world around him which enables him to live a more effective life.

Values--formulating a set of values based on experience, critical thinking, knowledge, and philosophy.

Health--improving in mental and physical health.

Creativeness--increasing capacity to express feelings and insights through various media.

Self-Direction--developing a clarity concerning personal goals and a willingness to assume responsibility for actions.²⁷

The statement of purposes in the "Teachers' Handbook" indicates that these objectives are to guide the program in all grades of the Laboratory School.

²⁶"Final Partial Report of Summer Planning," p. 22.

²⁷"Teachers' Handbook," p. 6.

Present Elementary School Program

The "Teachers' Handbook" describes the program in the elementary division of the Laboratory School as follows:

Each child in the elementary school is a special person to his teacher, who strives to help him learn to understand and to live with others.

Each teacher plans and develops with his group of children appropriate experiences to help them gain: (1) skills in reading, writing, spelling, listening and arithmetic; (2) skills in using knowledge, understandings and appreciations acquired in health, science, social studies, arts and literature. Each year's program is planned to help children grow in understanding and valuing our heritage and the cultures of other peoples of the world.

The program planned with each group of children utilizes the help of special resource people available in music, art, Spanish, physical education and other areas. Parents and members of the University staff from time to time are invited to contribute to children's learnings from their specialized knowledge and talents.

Each child is encouraged and helped to pursue his personal interests and develop his own talents.

The program for the elementary school is improved through cooperative planning of teachers and parents. Teachers work together to insure continuity of growth for children. Parents are important partners in the process. Communication is provided through planned and spontaneous conferences, telephone calls, visits, notes, letters and work sessions.²⁸

Hilliard has described the organization of the activities of the elementary school:

The organization for teaching . . . is around centers of interest and problems, with certain blocks of time protected for working on skills and even drills. . . . The upper grade teachers are doing more of this division of their schedule than the lower grade teacher.²⁹

Peeler, who has taught first grade in the Laboratory School since it opened its doors, stated that the typical elementary school teacher starts with the child where he is and tries to teach skills

²⁸Ibid., pp. 6-7.

²⁹Interview with Pauline Hilliard, Professor of Education, April 15, 1959.

according to his individual needs.³⁰ While the details and functional emphasis may have changed over the years, the individual child has remained paramount.

Present Secondary School Program

The core curriculum stands at the center of the secondary school program of the Laboratory School. According to Lounsbury:

The P. K. Yonge secondary curriculum--seven through twelve--is divided into two major areas: the general education area, that is those subjects and courses required of all, and then the elective area. We do not have separate curricular tracks or types of curriculum from which students select. Everybody takes the same general education, and then beyond that is completely and solely an individual counselling matter.³¹

The "Teachers' Handbook" describes this two-part curriculum as follows:

Secondary--General Education

A required program of general education takes a part of each pupil's day. Courses required of all are: Mathematics in grades 7, 8, and 9; General Science in the junior high school and in grade 12 unless a pupil has taken other science courses; Physical Education in grades 7-10; Homemaking for girls in grade 9; and a coordinated general education program in grades 7-12. This special program, which meets for a block of time under the direction of a single teacher, deals with the communication skills, literature, areas of the social studies including history and government, the arts, and other appropriate content areas.

Secondary--Individual Program

The remainder of the pupil's program is elective. Each student, with his parents' and counselor's approval, plans his program. Choices are made in terms of the student's life goals and interest. Electives available are listed below:

Art--Art I, II; Commercial Art.

Business--General Business, Shorthand, Typing, Bookkeeping, Business Machines and Clerical Practice, Secretarial Practice.

English--Composition, Grammar, and Literature; Senior English; Speech and Dramatics; Publications; American Literature; World Literature.

³⁰Conversation with Ruth Peeler, Instructor, May 20, 1959.

³¹Interview with John Lounsbury, Assistant Professor and Secondary Curriculum Consultant, April 15, 1959.

Home Economics--Homenaking II, III; Family Living.
 Industrial Arts--Industrial Arts I, II; Mechanical Drawing.
 Languages--Spanish I, II, and III; French I, II; Latin I, II.
 Mathematics--General Mathematics; Algebra, Geometry, Intermediate Algebra and Trigonometry, Advanced Mathematics, and Calculus.
 Music--Junior High Chorus, Band Orchestra; Senior High Chorus, Band and Orchestra.
 Physical Education--Physical Education V and VI.
 Science--Biology, Chemistry, Physics, Advanced Science, Senior General Science.
 Social Studies--Sociology, Economic and Political Problems, Humanities.³²

Lounsbury indicated the present status of core classes in the secondary division of the Laboratory School:

The core-block ranges from four hours in the seventh grade, to three hours in the eighth grade, to two hours in nine through twelve. At the seventh-grade level, the responsibility includes whatever science instruction may be given as well as exploratory experiences, English and social studies. At the eighth-grade level, there is the responsibility for English, social studies and exploratory experiences. At the ninth- through twelfth-grade level, the content responsibility is restricted to English and social studies.

For a number of reasons, we intentionally schedule the seventh- and eighth-grade groups with their teacher for this third or fourth exploratory hour so that core teachers would have the overall responsibility, be free to go with their groups, and share in the exploratory experiences. This seems better than farming them out to special subject teachers while the core teacher takes some other course or some other group of children for that hour.³³

The block-time class is sometimes interrupted for other kinds of activities. In the seventh grade, physical education and arithmetic interrupt the block; in the eighth grade, physical education, mathematics, and science are scheduled separately. Various exploratory experiences may also interrupt the block-time classes in seventh grade.

These interruptions, however, do not mean, necessarily, that pupils have a great many special subject matter teachers. The core

³²"Teachers' Handbook," pp. 7-8.

³³Lounsbury interview.

teacher may also be a teacher of one or more of the other subjects a pupil takes.

One of the eighth-grade teachers teaches one section of the eighth-grade science and another one of the eighth-grade teachers teaches some science, physical education, and math, too. So even in some of these areas they are likely to have the same teacher [the core-class teacher].³⁴

Present Program of Other Activities

While the curricular offerings described above are of paramount importance, certain other aspects of the School's program must be noted. These "extra curricular" activities are directly related to the stated and understood purposes of the Laboratory School.

The student government organization is one evidence of pupil participation in school activities. The student body of the secondary division of the Laboratory School makes its voice heard in deciding school policy and in governing the student body.

According to the Constitution of the Student Council, its purposes shall be:

- A. To unite and coordinate all student organizations and activities under one controlling body;
- B. To create and maintain a spirit of cooperation between the faculty and the Student Body;
- C. To promote responsibility and cooperation among students; and
- D. Thus promoting interest and providing experience in the processes of self-government.³⁵

Article III of the Constitution delineates the powers of the Student Council:

³⁴Ibid.

³⁵"Teachers' Handbook," p. 63.

The Student Council shall have the right and power to propose policies, make recommendations, set standards, and to make and enforce any rules necessary for the betterment of the school's interest and activities. All action taken by the Council shall be subject to the approval of the faculty.³⁶

The Student Council of the Laboratory School involves students in all of the secondary grades of the school. Representation on the Council is weighted in favor of the ninth through twelfth grade. Grades seven and eight are represented by one representative each and by the class presidents, who serve for a half year. The president, vice-president, and secretary-treasurer of the Student Body are elected at large. The principal of the high school and two faculty advisors elected by the Council serve in an advisory capacity. Elections are stringently controlled by the Constitution to conform to good governmental patterns. The Student Council meets weekly and provides training in democratic participative government.

The Laboratory School handles most minor problems of discipline through the pupil administered Honor Court. Pupils accused of offenses are summoned to a regularly convened Court at which time evidence is presented and fines and punishments are invoked. Results are published without identifying the student involved.

The Laboratory School participates in the activities of the National Honor Society. This group honors students with high scholastic attainment.

Citizenship training in the elementary school is carried out as part of regular classroom procedures and at the discretion of the

³⁶Ibid.

individual teacher. Fifth, sixth, and seventh grade boys may be appointed by the classroom teacher to the student patrol. A full-time University police officer supervises the student patrol. A faculty member acts as advisor. This activity is the only evidence of student government in the elementary division of the Laboratory School.

The Parent-Teacher Association also contributes through its regular programs and the annual Spring Festival. The latter is a family night carnival that brings the families of the pupils together for an evening of fun and entertainment.

Parents assist teachers in many room activities and social activities such as dances and parties. They provide transportation and assistance on field trips and other activities away from school. Recently, parents assisted with an outdoor camping experience by cooking meals, telling stories, leading hikes and in other useful and educational ways.

Parents and other people in the community with some special competency or knowledge useful in the learning of children are used to lead discussions, make talks, demonstrate processes and provide a variety of unique resources.

A program of athletic activities is provided in addition to the regular physical education program. Physical education and health activities are supervised by the physical education department through all grade levels of the school. The athletic program includes all of the usual activities to be found in the American high-school program--football, baseball, basketball, and track being the principal out-of-school competitive sports.

The Student Body Constitution provides for the chartering of service clubs or organizations. Any organization desiring a charter must place its constitution on file with the Student Council.³⁷

Assembly programs are a part of total school sharing activities. Pupils learn group behavior, participate in problem discussions, audit or participate in musical programs, and many other activities involving pupils of all grade levels.

Critique

The functions of college controlled laboratory schools were reviewed in Chapter II in order to determine a theoretical basis for analyzing the program of the P. K. Yonge Laboratory School. This section of Chapter IV will analyze and examine the educational program of the Laboratory School. The program to be analyzed should come within the functions postulated. The function related to the program of education for pupils was stated as follows: "Providing the best possible education for the children and youth enrolled as pupils in the laboratory school."

This critique, and the critiques following each of the succeeding chapters on program, will analyze the critical factors influencing the phase of program under consideration. The factors to be selected are to be those which influence the course of program development of a laboratory school program as the staff embarks on a quest for what it believes to be the "best possible" education.

The remainder of this chapter will consider these critical factors as they influence the program of education of the pupils at the P. K. Yonge Laboratory School.

³⁷Ibid., p. 65.

Critical Factors Influencing the Educational Program

Selection of goals for the education of pupils.---Consistent, balanced, agreed-upon goals for the education of children and youth of the laboratory school is one factor determining the quality of the educational program. Lack of consistency, failure to keep all phases of the program in balance, and disagreement as to goals will keep the school vulnerable to outside pressures. This will result in an unstable program that vacillates in response to poorly conceived and fleeting notions as to what the program should be.

The Laboratory School staff must know what it intends to accomplish in the education of children and youth. It must participate in the selection of goals in which it can believe and toward which it can work consistently.

The P. K. Yonge Laboratory School chose the course it wished to follow in the education of children and youth. Its leaders gave it a philosophical orientation by selecting staff members whose value systems were most nearly like their own. This early orientation happened to be a social one. From the beginning pupil growth was to be judged in respect to growth toward societal ends. Knowledge, skills and abilities were important as they contributed to social ends rather than as ends in themselves.

Present day goals for pupil growth as stated in the "Teachers' Handbook" reflect current thinking in educational circles. The statements are similar to many other such statements of growth objectives. This in itself is not critical. That there are such statements, open to continual critical revisions and followed as consistently as possible

by the teaching staff of the school in its relations with pupils, is the important thing.

Previous statements describing the development and status of the program of education in the Laboratory School seem to indicate that there was a consistent, well-balanced, and agreed-upon program of education in the years prior to World War II. During the war and in the post-war period of stress and change, the Laboratory School experienced considerable difficulty in finding its direction.

When the Laboratory School suffered many personnel changes, it was difficult to get any sort of consistent agreement upon goals. This was particularly apparent during World War II. It was difficult enough then to obtain qualified personnel to teach much less engage in a study of any aspect of the school curriculum.

Orientation to the goals of the Laboratory School was an almost impossible job. Teachers who remained on the faculty for a short period of time had little opportunity to become involved in any program designed to improve the school or its personnel.

In the early years of the school's history, orientation of new teachers was not left to chance. Teachers were required to participate in a college credit course open to Laboratory School teachers only. Such a course assured that new teachers were quickly acquainted with the philosophy and goals of the institution. The Laboratory School staff has also participated in a continuing study of the curriculum in its staff meetings. The elementary teachers have recently organized to study the teaching of arithmetic for curriculum improvement.

Organization for implementing goals.--P. K. Yonge Laboratory School selected its viewpoint on school organization at the start and

has followed a similar pattern throughout the course of its development. The first summer planning session set the stage for total staff participation in policy formation. As has been indicated before, the selection of personnel may have made it easier to achieve agreement but the fact that democratic patterns of organization have persisted right down to the present time indicates the wisdom of the choice made in the beginning. The selection of an orientation toward a "core curriculum" or "integrated curriculum," and the consistent commitment to this curriculum pattern has made the Laboratory School program a strong one and given the staff a feeling of worth and dedication. This critical factor is closely related to the one which follows.

Staff morale--staff relations.--Where the staff of the Laboratory School has been involved in the development of programs, the selection of goals, decisions concerning policy, a feeling of dedication, of commitment to the program of the school has been inculcated.

An early indication of morale is to be seen in the degree to which the Laboratory School was "sold" by its staff throughout Florida. Under the directorship of Dr. G. Ballard Simmons (1935-48), the services of the Laboratory School staff were widely used throughout the State. Staff personnel made a distinct impression on educators wherever their consultant services were used because of their dedication to the ideas they were trying to develop in the Laboratory School.

A comment made by Lewis illustrates how some felt about curriculum development:

The most exciting part of my professional career was this attempt on the part of those of us there to work out a core and to establish a basis for it. . . .

It was a very stimulating and exciting adventure.³⁸

³⁸Lewis interview.

Staff morale in the elementary division remained high because of a longer period of stability. Chapter VIII examines the matter of staff stability and morale in more detail.

Selection of pupil population.---Pupils were admitted to the Laboratory School in the order of their position on a waiting list during the first ten years. Later it became necessary to establish quotas for selection of pupils from the waiting list.

Demands for admission to the Laboratory School may, if precautions are not taken, bias the pupil population and this in turn will influence the goals and organization of the school. While it may be possible to provide the best possible education for pupils, the questions as to what is "best" depends to a large extent upon the age, sex, and socio-economic group of the pupils. If selective factors are permitted to operate that give the school pupil population a preponderance of one sex, or select from certain socio-economic groups at the expense of others, the goals and organization of the school must be oriented to meet the needs of that group.

In order to achieve certain teacher education functions of the Laboratory School, the pupil population should be as nearly typical of the general public school pupil population as possible. Differences from a typical school population must be recognized in planning the laboratory school program.

In the earlier years of the School's development, the integrated unit plan of teaching emphasized "taking the pupil where he is and helping him grow toward educational goals as far as possible." This is still a fundamental tenet in relation to recognizing individual differences among pupils. This concern for the individual pupil was

recognized by the community and pupils who were not successful in the usual public school situation were put on the waiting list for the Laboratory School. This may have been responsible for a tendency to have more boys than girls enrolled at times prior to the adoption of enrollment quotas.

It is evident from the quota policy now in effect that the pupil population is still far from a typical one.³⁹

Many of the students who come from outside the University quota for the Laboratory School are from families of college students and from a community that has long had the University as one of its principal enterprises. College is a normal goal in Gainesville for a large proportion of the school population. The college entrance objective is probably strongly emphasized in the population from which the Laboratory School draws its enrollment. This is evidenced in another statement made by Lounsbury:

[Some] professors at the University of Florida say that they can spot a P. K. Yonge student in no time because the student is likely to be more questioning--not so willing to accept things. The record of the P. K. Yonge graduates in the Phi Beta Kappa Chapter at the University of Florida is really quite outstanding. Our own graduates have done well at the University.⁴⁰

Methods of policy formation.--The children and youth learning and growing in the program of the Laboratory School. are a part of the teacher-education "facilities" of the University. Just as the school plant or a library facilitates the learning of students in the College so the Laboratory School together with its pupils and staff is a facility in the same sense.

³⁹See Chapter VIII for admission policy.

⁴⁰Lounsbury interview.

The whole course of the Laboratory School's possible development stems from its facilitating nature. Because the Laboratory School is a facility of the College, it must be guarded from requests for the performance of functions that overshadow its responsibility for providing the "best possible" educational program for its pupils. Demands for research, for observation, for case studies, for participation, for rescheduling to meet the desires of a subject matter course, and a host of other requests could result in the exploitation of pupils in a way that would endanger the educational goals of the institution.

Conflicting demands upon the Laboratory School could easily result in the dilution and distortion of educational goals. This can be prevented by involving all facets of the Laboratory School, the College, and parents in policy decisions. Policy is effective to the degree that communication with these various segments of interest in the school's program is effective. Myers said in respect to the role of communication:

Neither laboratory school faculties nor personnel in the colleges of education have always communicated effectively with parents or with the public. We have used professional terms that people do not understand. We have talked about new practices, about theories, and about ideas on the professional frontier, and we have neglected to say that we also value much that parents value. Communication between school and parents may not be the whole solution to the problem, but much can be gained by talking and planning with the parents.⁴¹

The need for effective communication between professional and lay personnel can be extended easily to include the need for effective

⁴¹Robert B. Myers, "The Role of the Laboratory School in Curriculum Development," The Role of the Laboratory School in Teacher Education, Proceedings of a Conference Held at the P. K. Yonge Laboratory School, November 23, 25, 1958 (Gainesville, Florida: College of Education, University of Florida, 1959), p. 5.

communication among professional personnel. Saunders concluded from his study of staff relations in laboratory schools that more effective communication was needed to increase the feelings of unity between the laboratory school faculty and the faculty of the college of education.⁴²

Organizational procedures for facilitating inter-staff communication have sometimes been ineffectual. The College departments most closely concerned with the curriculum of the Laboratory School have had little to do with curriculum policy. There should be more interchange between the Laboratory School and College in program development as it affects the education of pupils.

Attitudes of pupils and parents.--Acceptance of the Laboratory School program by pupils and parents could be a potent factor in program development. Pupils and parents usually exhibit considerable loyalty for a program in which they have had some involvement in policy formation. Lack of respect for the educational program of a school by parents and pupils may bring about irresistible pressure for change. Sometimes these pressures for change may not be in a desirable direction.

Pupils in the Laboratory School are involved in policy-making to a limited extent through the student government organization and Honor Court. These pupil organizations do not extend into the Elementary grades. Some sense of participation is also gained through teacher-pupil planning. This has been a policy of the school although it is not implemented in every teaching situation.

⁴²Saunders, R. W., "Toward Greater Unity in Teacher Education," Teachers College Journal, XXIX (November, 1957), pp. 19-22.

— Parents are involved to a limited extent through the use of parent-teacher conferences. Parents are also consulted whenever a change is made in pupil placement. The first report of each year in the elementary school is through a parent conference and other reports are made by anecdotal reports. Secondary pupils' parents may request conferences at any time.

— There is little evidence that parents have been involved to any great extent in curriculum development or policy-making for the School. To a very large degree, parent involvement in any constructive approach has been given very little attention. When parents are involved it is usually a matter of endorsement of a program rather than consultation or participation in originating program or policy.

College staff other than Laboratory School.---The Laboratory School is a department of the College of Education. Staff members other than those on the faculty of the Laboratory School are involved in overall policy decisions concerning the Laboratory School program. This factor will be analyzed in connection with Chapter VIII.

✓ Community factors.---The Laboratory School draws upon a rather wide geographic area for its pupil population. Pupils may come to the school from any place in Alachua County. This means that there is a much broader community interest in the affairs of the school than is the case with the usual public school. The Laboratory School's program, curriculum organization, success of its pupils, and many other facets of the school program are subject to wide criticism in the county area. Almost any time the Laboratory School becomes the topic of conversation, a number of viewpoints are bound to be involved.

Because of the wide interest in the Laboratory School, the administration is sensitive to the way in which the School's program is viewed in the community and makes a strong bid for favorable public relations.

The Laboratory School program is sensitive to the kind of criticism or acclaim that it receives in the professional family of the University. Comments upon the kind of program and the success or failure of Laboratory School students in the University have an unmeasurable but none-the-less important effect upon the program of the School. There have been criticisms from unidentified sources.. These have been weathered rather effectively when the school has had a commitment to certain basic ideas which have enabled it to remain stable in the face of difficulties.

Another community influence upon the School comes from the wider community and the kind of criticism being leveled at the schools nationwide. These criticisms have caused the Laboratory School to examine its program and try certain kinds of changes.

The increased demand for mathematics and science that has grown out of the nation's need for scientifically trained personnel has put the pressure upon the School to provide more in the way of mathematics and science. This has not brought about any fundamental changes in the program of mathematics and science of a permanent nature but it has meant pupils are neglecting other kinds of courses as electives in order to take as much mathematics and science as they can possibly crowd into their high-school programs.

These pressures of our times have their influence upon the goals of the Laboratory School as was noted by Lounsbury:

The culture right now is emphasizing certain areas to such a degree that students and their parents are tending to go overboard in these areas and, we are afraid, forfeiting the aesthetics. We have students, for instance, who are taking mathematics, science, and English in addition to what they are getting in their core block, and completely leaving out music, art, home economics, industrial arts and these other areas where they really ought to be. They are already quite competent in the mathematics and the science and the English but they still feel they need more here because of college preparation and the culture. . . .

Our business education program is fairly limited because our students don't want a great deal more. . . .

We have industrial arts . . . and mechanical drawing. All of these are electives and unfortunately we haven't had sufficient enrollments in these courses. . . .

In music we have an orchestra and chorus. . . . We are finding that students are giving up too quickly in selecting this as one of their electives in order to get into some of these other courses.⁴³

The success of Laboratory School pupils in college is a popular topic for discussion and debate. No definitive studies are available to confirm or deny the success of pupils. The fact that the Laboratory School sends a large proportion of its pupils to college is in itself a measure of success.

Recently there has been considerable debate on the question of mathematics and science teaching in the schools as noted above. Thomas J. Hill, principal, P. K. Yonge Laboratory School, surveyed the percentile ranking of Laboratory School seniors on the American Council on Education Standardized tests. Data were available for the years 1935 through 1957, except the years 1937 and 1946. Mean percentile rank on the mathematics section of the test exceeded the psychological rank for every year with one exception while science fell below on only two years. No attempt was made to interpret the data beyond these group differences. Test scores may not be comparable from year-to-year, and

⁴³Lounsbury interview.

Hill made no attempt to demonstrate any statistically significant difference. However, these data do show that the Laboratory School has not neglected science and mathematics. Hill suggested they also demonstrate that a school may deal with problems of society and not neglect science and mathematics.⁴⁴ These two subjects, in fact, have been a part of the program of studies at all grade levels throughout the Laboratory School's history.

Further evidence of the Laboratory School's success may be observed in the number of graduates inducted into the Phi Beta Kappa fraternity. Phi Beta Kappa requires an outstanding academic record in college for admission.

Fifty Laboratory School graduates have made Phi Beta Kappa in twenty-five years. This is an average of two each year. In 1955, five of seven Phi Beta Kappa inductees on the University of Florida campus were graduates of the Laboratory School.

It is difficult to determine whether this record is due to selective factors as described in Chapter VIII or success of the School's educational program. It can be inferred, however, that pupils in a core program do succeed in college, a possibility some critics have doubted.

Selection of staff.---The School staff is one of the most potent influences upon the program. The vision, competency, and loyalty of the staff, particularly the teaching staff, is a very powerful force upon program because the curriculum as it is put into effect in the day-to-day affairs of a school depends upon the pupil-teacher relationship.

⁴⁴T. J. Hill, "'Less' Math, Science? Look at the Record," Journal of Florida Education Association, XXXV (February, 1953), p. 15.

A curriculum plan remains a dead instrument until it is put into action and given vitality by a staff of teachers.

While this is a most potent factor in the educational program, it will be discussed in connection with administration in Chapter VIII.

Financing.---This factor will be discussed in Chapter VIII.

Emphasis upon other laboratory school functions.---Since a laboratory school must perform several different functions in teacher education, the program of education for children and youth must make some concessions to the demands of other programs just as other programs must make concessions to the demands of the program of education for the pupils of the Laboratory School.

In determining laboratory school policy, the school must decide upon the relative emphasis to be given to various phases of the program, that is, balance the demands of the various functions, in order to provide the services of most benefit to all persons concerned. This means that some programs may be curtailed or not offered at all or that one or two functions will receive the major emphasis. The authority of experience and of research indicates rather clearly that a laboratory school cannot perform all functions with equal effectiveness. Each school must decide what its goals are to be and then take steps to perform only those functions within the bounds of the accepted goals.

The P. K. Yonge Laboratory School has always held the program of education for its pupils of primary importance. All other functions are governed in the light of their effect upon the education of the School's pupils. Other functions have received more or less emphasis over the years depending upon what the faculty of the College of Education thought important.

Since this matter of emphasis affects every other function, an analysis of its effect will be found in the critique of succeeding chapters.

Summary

The kind of program of education for its pupils which the Laboratory School provides is influenced by a number of factors. The manifestations of the program in the daily activities of the pupils and teachers are details of action stemming from the theory of education held by the school staff. Where a school staff has a commitment to a consistent theory, the details of implementation do not change with every whim and fad of the moment.

Persistent Characteristics of Program of Education for Pupils

From the foregoing description of the program of education for the pupils of the P. K. Yonge Laboratory School, certain characteristics emerge. These may be called the "persistent characteristics" of the program.

Individual pupil important.--The Laboratory School's educational program evidences concern for the individual pupil, his needs, interests, capacity for learning, and abilities.

General education, a first responsibility.--While the specific meaning of "core curriculum" remains a subject of some debate, the commitment to "societal needs or interests" through a program of general education has remained quite consistent. There is considerable evidence that "core" and "required studies" might also be considered as synonyms.

Guidance, a teacher function.--The classroom teacher is responsible for guidance of pupils; the school psychologist functions in a consultative rather than a directive or prescriptive manner.

Block-time scheduling.--Learning experiences scheduled in time blocks longer than one hour in duration.

Parent participation.--A consistent goal has been to involve parents in developing the educational program of the school. While this has been a goal, it has not been brought to fruition.

Community used as a resource.--Camping excursions, field trips, use of University facilities, and a willingness to go outside the classroom for experiences and to bring resources into the school have been characteristic of many teacher's programs.

Physical health important.--Medical examination is required for all pupils; school nurse is in daily attendance; physical education supervised at all grade levels.

Philosophical-viewpoint well-defined.--The faculty has been involved in decisions about the functions and objectives of the School and has been consistently included in the revision and amendment of the program. The staff has found it much more difficult, however, to organize for the implementation of its theoretical orientation.

CHAPTER V

DESCRIPTION AND CRITIQUE OF THE EVOLVING PROGRAM OF TEACHER EDUCATION

Development of Program

In the initial request for a laboratory school on the campus of the University of Florida, the need for the facility was related to an "increased emphasis on the laboratory phase of the teacher-training program."¹ It was thought a demonstration school would be a facility "which performs the same function in teachers colleges that hospitals, laboratories, and field work do in other professional fields."² The report also stated that "the Teachers College in the University of Florida exists primarily for training superintendents and principals."³ It was further argued that the demonstration school would give these teacher-education students a better opportunity to do practice teaching.

When the P. K. Yonge Laboratory School was built and then occupied in 1934, the University of Florida was an all-male institution. Many of its graduates did enter the field of education and go on to become principals and superintendents. Because of the University's "all-male" enrollment, the largest demand was for demonstration and

¹A. A. Murphree, "The Biennial Report of the President to the Board of Control," University Record of the University of Florida, XXIII (June 30, 1928), p. 109.

²Ibid.

³Ibid., p. 110.

student teaching in the secondary school. These teacher education functions remained the major emphases until women were enrolled during the regular academic year in 1948.

Secondary school teachers were assigned as many as four student teachers during the academic year. Each student worked in the Laboratory School for one period daily for a semester of the senior year. The student usually developed and taught a unit of work. Some of the units taught by students are preserved in the curriculum records made during the early years.

The elementary school did not have more than an occasional student teacher. A student might be assigned to the sixth grade but this was an infrequent occurrence. Male teacher education students were not interested in teaching in the elementary school. Elementary education was traditionally a woman's province.

Both elementary and secondary grades were used for demonstration. As a service to teachers, both men and women, the Laboratory School remained in regular session on certain Saturday mornings. Teachers came to the School and observed classes in session during the morning hours, had lunch in the cafeteria, and attended conferences with the faculty in the afternoon. This program is described in Chapter VII.

Part of the faculty taught Laboratory School classes during the summer session for an additional salary of \$200. The summer sessions of the College of Education were co-educational. Some faculty members also taught college classes during the summer session.

It became quite evident soon after the Laboratory School began to work with student teachers that some means of evaluation was necessary.

A number of different approaches to this problem were examined and used as a basis for developing a series of evaluation charts.

As a preliminary step in making the charts, the staff members, together with some resident graduate students, prepared a list of assumptions on which to base their work. These assumptions were as follows:

1. That our product should be of value to the student-teacher, supervisor, . . .
2. That it should avoid statistical computations as far as possible.
3. That . . . units [of evaluation] should be designated by their order in a series. . . .
4. . . . be a cooperative product in which supervising teachers . . . share in order that they would know the issues involved, and its use, . . .
5. . . . evaluation should deal with the achievement of objectives of pupil learning and teacher growth.⁴

In the next stage of development, various teacher committees prepared outlines for evaluating student teachers in five areas of competency. The areas selected were: (1) Abilities Concerned Directly with Children, (2) Abilities Concerned Directly with the Community, (3) Abilities Concerned with Colleagues, (4) Abilities Concerned with the Profession at Large, and (5) Abilities and Activities Concerned with School Administration.⁵

When the outlines had been prepared, descriptions were written of situations in each area. The situations were illustrative of varying degrees of competency from the worst to the best. These situations were arranged in steps and used with the student as a means of judging where his performance fell on the continuum from worst to best.

⁴A. R. Mead et al., "Selected Phases of Supervision of Student Teaching," Bulletin 21, Bureau of Educational Research (Gainesville, Fla.: University of Florida, June, 1941), p. 13.

⁵Ibid.

The charts were used in the Laboratory School to evaluate student teachers. The descriptions formed the basis for establishing a written record of the student teaching experiences that was used to supplement the usual letter grade.

The Laboratory School staff led in the development of plans for student teaching in cooperating schools. Dr. Mead and Dr. Clara Olson made some proposals for the "internship" at a Teacher Education Conference at the P. K. Yonge Laboratory School on February 16, 1940. The plan proposed by Mead and Olson was adopted by the Conference and forwarded to the Advisory Council on Teacher Education. Mead introduced the following resolution which was adopted by the Conference:

RESOLVED:

That the Advisory Council on Teacher Education for the State of Florida hereby establish a committee to inaugurate a group of cooperating schools for the improvement of teacher education in Florida;

That the said committee be composed of representatives of colleges and universities whose departments are engaged in teacher education, the directors of laboratory school work in such institutions, members of the State Department of Education one of whom should be the chairman of the committee, the president of the Florida Education Association, a county superintendent of public instruction, a high school principal, and an elementary school principal.

More specifically the functions of this committee are as follows:

1. To study the problems involved in such a system of cooperating schools.
2. To set up a group of conceptions and principals for the operation of such a system of schools.
3. To carry on such interviews and conferences as are necessary for the preliminary selection of a group of schools to become cooperating schools.
4. In cooperation with the selected schools referred to above to establish a program for the gradual inauguration of the student teachers and institutional representatives into the operation of the program.

In discussing the various points listed in this section there was general agreement on the importance of the various areas indicated by the outline. It was also generally agreed that more semester hour requirements did not assure a knowledge and understanding on the part of the student. There was disagreement as to the most effective way by which this could be measured.⁶

⁶Ibid., pp. 28-29.

A program of student teaching was organized in Florida following a conference set up by the State Department of Education. This program did not affect the teacher education program at the Laboratory School until student teaching at the University of Florida was moved to cooperating schools after World War II. Since this study is concerned with the program of the Laboratory School, provisions for student teaching in cooperating schools will not be described or evaluated.

The year 1947 marked a turning point in the functional program of the Laboratory School. The State Legislature made both State Universities co-educational. The admission of women to the University of Florida necessitated a broader program of teacher education in the elementary division of the Laboratory School. The facilities of the University were already overcrowded with students studying under the G. I. Bill of Rights. Eggert recalled:

It was not unusual in the years 1948 and 1949 for us to have as many as 150 people observing and doing practice teaching in the Laboratory School. It was not a good situation for either the students attending or the people who were in training as teachers. It was one of the things with which we were faced in a fast growing University, many returning young people, and no budgetary allotment for travel should we have had other schools available. . . . It wasn't good for the pupils enrolled to have so many people in their classrooms. Every few days another person would take over the class for a four or five day period.

[Making the University co-educational] made the problem more acute in the elementary school. It had been acute in the high school for some time. . . . With the University becoming co-educational, the problem was accentuated in the elementary area as well.⁷

Realizing that there would be a need for expanded offerings, the reorganization of the College into departments began in 1947. Revision of the teacher education program was initiated at the Daytona Beach

⁷Eggert interview.

Workshop on Teacher Education in the summer of 1947. Prior to this date some changes were being made and the Workshop speeded up the process.

As a result of the Workshop deliberations, the College began to expand its program of observation and participation in addition to student teaching. Participation was introduced as an intermediate step between observation and student teaching. Participation involved the student with supervising teacher in activities with the pupils. As a student exhibited more maturity, he was given greater responsibility and independence. This expansion of the teacher education program put an additional load on the already overcrowded Laboratory School facilities.

Expansion and revision of the program of teacher education caused an expansion of the College of Education itself. This placed even greater demands upon the facilities of the Laboratory School which the College shared with the School.

For several years prior to World War II, six laboratory schools had met and cooperated in a program of research. This project had examined a number of child growth factors but was terminated due to a lack of funds. Some members of the faculty had become interested in child study as a result of the work of the cooperating laboratory school studies. Their interest eventuated in Daniel Prescott introducing child study at the Daytona Beach Workshop.

Interest in child study generated by Prescott gave impetus to a child study program in the elementary division of the Laboratory School. Although the staff was suffering the effects of many personnel changes, the child study program gave the elementary school teachers a measure of stability and a focus for working together.

Eggert remarked upon some of the staff problems in the period from 1948 to 1951:

The bottleneck was in having 150, even 200 teachers in training in the Laboratory School with an enrollment of 510 students. . . .

We had another problem at the time in that Laboratory School salaries were not high enough to enable us to employ the master teachers we needed. The work expected of the teachers in the Laboratory School was heavy and the salaries were not in keeping with the responsibility these teachers had, nor was it in keeping with the degree or experience requirements of a teacher in the Laboratory School. . . . It was no small job trying to convince and persuade outstanding people to come to the Laboratory School staff under those circumstances. Our salaries, for example, did not compare with Hillsborough, Broward, Pinellas, and other good school systems. . . .

Our turnover was much too high. That's another point that was a weakness in the program.⁸

The problems of getting and keeping staff for the Laboratory School were further accentuated by the shortage of teachers being experienced by the entire nation. The post-war expansion of the public schools made teachers of the type desired for the Laboratory School staff very difficult to obtain, especially since salaries being offered were relatively low.

The Laboratory School staff members encountered difficulty in defining their role in teacher education. Some of this difficulty was a result of the changes in personnel that were occurring. Davis, who was Director from 1951 to 1957, recalled that some of the teachers thought their principal job was teaching children and that observation and participation were not their responsibility.

⁸Eggert interview.

⁹Interview with E. A. Davis, Assistant Professor of Education, April 23, 1959.

Another difficulty influencing the program of teacher education was the inadequacy of the P. K. Yonge Laboratory School building. The building had been originally planned "so that 10 per cent of its space was to be used for college classes and 90 per cent for the Laboratory School."¹⁰

When J. B. White was appointed Dean of the College of Education in 1949, he appointed a committee representing all parts of the College to study the situation and make recommendations. This committee tried to redefine the role and functions of the College and of the Laboratory School.

In respect to the teacher education functions, Dean White said:

It was fairly easy to reach a decision that the Laboratory School had to either do student teaching and not do these other things, or provide the other services and move student teaching on out into the public schools. The decision to move student teaching out into the public schools was fairly easy to make. We've never regretted that [decision].¹¹

The increased demands for observation and participation continued to crowd the facilities of the Laboratory School. The Saturday sessions were discontinued in 1951 largely due to a lack of interest. Somehow after the war the sparkle of newness of the Laboratory School had been dissipated. Observation for visitors was continued as well as for students registered in a course in Human Growth and Development. Participation experiences were introduced into the elementary education sequence as a 15 semester-hour block-course, Children and Learning.

¹⁰Miller, "Biennial Report," XLV (1950), .

¹¹White interview.

Present Status

In its statement of purposes, the teacher education functions of the Laboratory School are stated as follows:

The School serves the College of Education and the University by assuming responsibility for certain phases of the teacher education program. The objectives of the school with respect to teacher education are to demonstrate effective procedures of teaching and learning, to provide facilities for observation by college students at all levels of the professional sequence, to work with participants (students enrolled in Secondary and Elementary departments' curriculum courses), and to enable students to make group and individual case studies.¹²

The details of implementation of the objective "to demonstrate effective procedures of teaching and learning" are described in Chapter IV.

The second objective calls for the Laboratory School "to provide facilities for observation by college students at all levels of the professional sequence." At the present time this function is implemented through the undergraduate course in Human Growth and Development (Edr 245).¹³ The School of Medicine and School of Nursing observe in the Laboratory School through courses staffed cooperatively by the respective schools and the Foundations Department of the College of Education. Students enrolled in professional subject-matter courses may also observe in the Laboratory School when arrangements are made through proper channels.

The observations made by students in Human Growth and Development are intended as a means for observing the growth status and interpersonal relations of children and youth in an actual classroom.

¹²"Teachers' Handbook," p. 8.

¹³"Catalog Issue," The University Record of the University of Florida, LIII (April 1, 1958), p. 411.

Judgments concerning teaching methods are supposed to be avoided. Teachers in the Laboratory School hold themselves ready to confer with observers. Class schedules and distance to the Laboratory School make it difficult for students to meet with the teachers.

In reference to this problem, Lounsbury said:

They are here to observe human growth and development. They are here to observe children's actions, their physical movements, their stature, the way they react. They are supposedly limiting their observations to this and they have definite procedures and plans for making objective recordings of what they see and not expressing opinions in this. You know, however, from experience that these people are making judgments about teachers, about teaching methods. One of the things that concerns me is that they are making these judgments without any help or analysis of them. It is impossible to ask a student to observe a classroom situation when that person knows he is going to be a teacher, and expect him not to make an analysis and an evaluation of the way in which the teacher handles it.¹⁴

Observations in the elementary school are made from small rooms screened to minimize distraction. One-way glass is not used since Laboratory School pupils know they are being observed. The screening (of the type used to exclude the sun's direct rays) provides enough isolation of observers so that they can move in and out of the rooms. In kindergarten through grade six, observation rooms are limited to a maximum of five observers.

"The number of observers in secondary classrooms (Grades 7-12) is left to the discretion of the teacher."¹⁵ Observers register in the school office and a card system controls the number of students admitted to a class at any one time.

¹⁴Lounsbury interview.

¹⁵"Agreements Regarding Observation and Participation in the P. K. Yonge Laboratory School," (Gainesville, Fla.: The School, n.d.), p. 2.

Observation by individuals or groups not enrolled in the University are arranged through the Director or the Principal of the Laboratory School. Current policies concerning observation and participation are contained in a twelve page mimeographed bulletin, "Agreements Regarding Observation and Participation in the P. K. Yonge Laboratory School."¹⁶ The "Agreements" resulted from the work of a committee in the College of Education which studied policies over a period of time and made recommendations to the total faculty of the Laboratory School.

The third objective of teacher education, "to work with participants," is carried out through the elementary education course, Children and Learning (Ede 300), and the secondary education course, Laboratory in Secondary School Instruction (Eds 306).¹⁷

Children and Learning is a fifteen semester-hour course "open to the second semester junior and to the senior in Elementary Education upon approval of the student's faculty counselor."¹⁸

Participation is the phase of the fifteen hour course EDE 300 Children and Learning during which the student takes part in school activities of children. He does this through sharing responsibility with a classroom teacher for children's learning.

The purposes of participation are, therefore: (1) to give the student opportunity for using the knowledges, understandings and skills for working with children which has developed and (2) to give him guidance in moving into a teacher role. In view of the differences in backgrounds, goals and maturity of students, the participation experience must be regarded as a unique experience for each student.¹⁹

¹⁶Ibid.

¹⁷"Catalog Issue," p. 408.

¹⁸Ibid.

¹⁹"Agreements," p. 5.

The responsibility for providing participation experiences and for guiding the elementary education student are held jointly by the coordinators of Children and Learning and the Director and staff of the Laboratory School. Evaluation of the student is done jointly by the classroom teacher, the coordinator, and the student.

The college coordinator plays an important role in working with the elementary education student participating in the Laboratory School. The coordinator "helps the student in assessing readiness for teaching in a given area, in analyzing successes or failures in the area after a teaching experience, and in suggesting more effective use of materials and methods."²⁰ The coordinator and student communicate by means of "the log." In "the log" the student:

. . . (1) describes situations with children which have been particularly meaningful to him, (2) lists routine activities in which he has had responsibility for children, (3) writes in some detail his teaching plans for a given lesson or experience, and (4) gives an analysis of self-development and of children's learnings.²¹

The log is used following the participation period "to help the student further in understanding children, in analyzing teaching procedures, in examining bodies of content for children's learning, and for developing insights into his own growth as a teacher."²²

The Laboratory School classroom teacher has a responsibility:

- (1) To orient the participant to the children, to the classroom, to the school environment, and to the school program, . . .
- (2) To initiate the participant into the teaching role. . . .

²⁰Ibid.

²¹Ibid., p. 6.

²²Ibid.

(3) To aid the participant in understanding the use of anecdotal records, test results, and school policies about curriculum as bases for understanding and planning ways for meeting children's needs.

(4) To assist the participant in understanding community forces or factors influencing the group of children with whom he is working and how these are taken into account in planning for and with children.

(5) To help the participant evaluate his professional growth during the participation period. . . .²³

The participation experience helps the student to assume responsibility for his own growth. The student suggests how he can:

. . . fit into the classroom program. . . . He watches for opportunity to test his knowledge and skills with the counsel and guidance of the teacher. He asks for constructive criticism and with the guidance of coordinator and classroom teacher engages in continuous self-evaluation.

The student moves into a teaching role through planning with the classroom teacher for involvement in children's activities and sharing in assuming responsibility for children's learning.²⁴

The student engages in numerous activities that involve him with the children. He helps prepare teaching materials and assumes responsibility for the physical condition of the classroom. He plans, executes and evaluates some short-range and long-range experiences with individuals and groups of children. He evaluates the results of the teaching with the Laboratory School teacher.

The student learns to understand the role of the teacher by engaging in activities such as conferences, seminars, faculty meetings, parent meetings and conferences, through evaluation of professional growth, by studying and analyzing the various roles and relationships in an actual school, and by keeping records related to all aspects of his experience.

²³Ibid., pp. 6-7.

²⁴Ibid., p. 8.

The program of participation is much less extensive for the student in secondary education. Laboratory in Secondary School Instruction (EDS 306) carries three hours credit. Students must have a large enough block of time in their class schedules so that they may schedule a reasonable block of time for work in the Laboratory School. As Lounsbury described the participation in the secondary school:

We don't permit someone to become a participant in a class if he can only come over once or twice a week for three weeks. Anybody who participates has to be free enough so that he can commit himself to a class for a reasonable number of hours. . . . We find it is a valuable thing. With rare exceptions the student who has participated . . . is much better able to start his [student teaching] than a student who has simply been an observer up until the time of his [student teaching].²⁵

The "Agreements" list objectives to be attained in the secondary education participation experiences:

- (1) To feel "at home" in the classroom and in the presence of teen-age students.
- (2) To develop confidence and skill in talking to and working with individual students and small groups.
- (3) To gather facts in support of what one has learned and knows about teaching.
- (4) To gain limited experience by taking an active part in some of the activities of the classroom.
- (5) To discuss with the teacher methods of classroom operation, effective learning situations, teacher-pupil planning, and evaluation of pupil progress.
- (6) To become acquainted with reports and record keeping.
- (7) To understand the issues and problems faced by teachers.²⁶

The Laboratory in Secondary School Instruction is a recent development and, because of student scheduling difficulties, only a small number of secondary education students have been able to participate in the secondary division of the Laboratory School.

²⁵Lounsbury interview.

²⁶"Agreements," pp. 12-13.

The Laboratory School arranges a student-teaching experience for an occasional student in elementary or secondary education. Both the Laboratory School and the Elementary and Secondary Education Departments discourage student teaching in the Laboratory School. The door is left open for the exceptions that are bound to arise. This was explained by Hilliard when she said:

I see no possible solution except to keep it flexible, and when a student needs to do student teaching we will examine it carefully and act in each case for the individual. We will have to take care of that need in relation to our participation. Participation should have first priority in our program.²⁷

Lounsbury explained that certain student teachers may be assigned to the secondary division of the Laboratory School if they appear to be ready for experiences with core teaching. The student must be an exceptional candidate because the Laboratory School is not "expected or required to do this."²⁸

The kindergarten of the Laboratory School is used on occasion for the course Early Childhood Education, II (EDE 604). This course is a practicum in the nursery school and kindergarten. Only a limited number of cooperating schools in Florida have kindergarten classes and when the number of students needing the practicum exceeds the available classes, the Laboratory School kindergarten will accept student teachers. Again, within the policy of the Laboratory School and the Elementary Education Department the number of students assigned to the Laboratory School kindergarten is kept to a minimum.

²⁷Hilliard interview.

²⁸Lounsbury interview.

A limited amount of student teaching is offered in the summer session of the Laboratory School. This is offered as Student Teaching (Ed 500-501).²⁹ The Laboratory School enrolls pupils in Kindergarten through grade six for a six-weeks summer session. A few secondary subjects are offered each summer as well. The summer session has included a demonstration group of exceptional children to be observed by students enrolled in courses related to the exceptional child. These courses are Principles and Practices for Teaching Exceptional Children (EDP 300), Materials and Methods for Teaching Slow Learners (EDP 500), and Teaching Exceptional Children (EDP 600).³⁰

Critique

The program of teacher education in the P. K. Yonge Laboratory School is directly related to two of the theoretical functions postulated in Chapter II. The first function was: "Providing opportunity for the observation of children and youth as they grow in the school environment." It was further indicated that the program of observation developed in relation to this function would "provide for several classifications of students: (1) pre-service teachers, (2) in-service teachers, (3) visiting teachers and students from other institutions and from foreign countries, and (4) students, at the graduate level, preparing for administrative, supervisory, and teacher education specialization."

The second theoretical function related to the program of teacher education, including participation, student teaching, and post-

²⁹"Catalog Issue," p. 400.

³⁰Ibid., pp. 414-14.

student teaching was: "giving college students at all levels of experience opportunities for direct experiences with children and youth, and with professional educators interacting in a school environment."

Critical Factors Influencing the Teacher Education Program

Relative emphasis among teacher education functions.--The functions of observation, participation, student teaching, and post-student teaching have not been given the same relative emphasis in the program of the Laboratory School. Student teaching has been placed in a separate program which uses the facilities of cooperating public schools except for a few cases. Post-student teaching has not been given any consideration.

One of the factors that has influenced the emphasis placed upon the various teacher education functions has been the physical facilities of the School. The crowded conditions which existed in the old P. K. Yonge building precluded the possibility of providing student teaching experiences. Conditions were so crowded that it was not unusual for an elementary classroom to have six students participating at one time while observers sat in folding chairs around the perimeter of the room.

When the Laboratory School occupied its new building, the number of participants assigned to a class was reduced. Observation booths removed the observers from the classroom altogether. The new plant has reduced the work load of supervising teachers.

The present policy of the Laboratory School does not encourage its use for student teaching, with a few exceptions. The exceptions

give an indication of the need for some student teaching. The secondary division makes exceptions for students who exhibit an aptitude for and an interest in the core program. Experiences have also been provided in the kindergarten when facilities in cooperating schools have been inadequate. Exceptions in the elementary division are usually made for students who need some student teaching experience but of a more limited nature than the kind provided in the full-time student teaching experience in cooperating schools.

The Laboratory School should be used to provide student teaching experiences for a limited number of students with exceptional qualifications and aptitude for teaching. Each year certain students should be selected in the undergraduate programs for a student teaching experience in the Laboratory School rather than in a cooperating public school. This might be a way to raise the level of teacher competency throughout the State. The opportunity to prepare for teaching through a student teaching experience in the Laboratory School could be a way to provide for the outstanding teacher education student.

While the old Laboratory School building made it necessary to move student teaching into cooperating public schools, this may no longer be so crucial. The expansion of classroom space, removal of observers from the room, and reduction in the number of participants in any one classroom should make it possible to provide a limited amount of student teaching for outstanding student teachers. What if the Laboratory School were to train ten outstanding prospective teachers each year? Over a period of time this could have a definite influence upon the quality of teachers being produced at the University. A

limited student teaching program in the Laboratory School could also be provided for carefully selected graduate students interested in becoming teachers in a laboratory school.

Teacher morale--staff relations.--Just as teacher morale and staff relations have a bearing upon the program of education for the pupils so it also has a critical relationship to the kind of program evolving in teacher education.

Where Laboratory School personnel accept a secondary position in the College organization, ~~some~~ decisions will be made as a result of status pressure rather than through a personal conviction. Where status overawes individuals, matters that appear to be decided by consensus may be simply a yielding to status pressure.

In respect to the matter of status, Hilliard remarked:

Efforts are being made, in the thinking of the elementary people working in the Laboratory School and the Elementary Department, to stop referring to the Laboratory School as outside of the College of Education. If we can think of it as a department of the College, which it is, we can do a better job. We want to build a good enough school so that people who work in it can be proud of the job they do, and that they are a part of the College, just as any other department is a part of the College--not step-children on the faculty. We don't really think that about them, but some of the things that happen make them think they're different. Dean White has made efforts to be sure they are included in faculty meetings--they're always welcome. . . .³¹

It should also be noted that staff morale and staff relations are a two-way communication problem. There is also a tendency for any department to want to maintain its power of decision in relative isolation. This brings about an attitude that when other departments make suggestions for ways of working together, the motive may be a bid for power rather than a matter requiring cooperative decision.

³¹Hilliard interview.

Teacher load.--The Laboratory School teacher is called upon to perform roles in addition to those usually expected of a classroom teacher. There are many teachers who enjoy the many different kinds of roles possible in a laboratory school. They like to be involved in many phases of the School's program. These teachers need to be protected from assuming too many responsibilities and from being exploited by the many possible kinds of demands upon their time and energy. The differences in teaching load between the public school classroom teacher and the laboratory school teacher should be recognized.

The method of determining teaching units under the Minimum Foundations Program makes it necessary to enroll thirty pupils in a class. This kind of pupil-teacher load was developed on the basis of the demands of teaching in a public school. This is not a justifiable criterion for determining the load of a teacher in a laboratory school.

Some adjustments should be made to lighten the load upon teachers in the Laboratory School since changes in the law seem highly improbable in this regard. Secondary teachers could be assigned fewer classes through adjustments in the schedule and the use of special teaching units.

One solution to the problem of teacher load has not been fully explored. Full-time graduate assistants could be assigned to Laboratory School teachers. This suggestion has the merit that it would involve graduate students in the program of an actual school and provide valuable experiences for them.

The load carried by a Laboratory School teacher affects the quality of teaching in the School. With certain load adjustments or

the use of graduate assistants, functions now given only passing attention could be included in the School's program.

Interdepartmental communication.---The expansion of the Secondary and Elementary Departments of the College of Education and their separation from immediate contact with the Laboratory School has increased the problem of communication. Social and professional relationships helped maintain inter-communication when the College and Laboratory School shared the same building. It was an easy matter to make many kinds of temporary or incidental arrangements simply with a word in the halls or the coffee shop. When the Laboratory School occupied its new quarters, this informal kind of communication was no longer possible. The distance between the two schools and the increase in size of staff at the Laboratory School makes it difficult for Laboratory School and College staff members to know each other as well as was the case only a few years ago.

In order to bridge this gap and facilitate communications between the Laboratory School staff and the Elementary and Secondary Departments, two positions were established on the Laboratory School staff. The positions were given the titles of Elementary and Secondary Curriculum Coordinator. A member of the staff from the Elementary and from the Secondary Department was appointed to devote half of his working load to this position. The two new positions were first established in 1957. According to Lounsbury:

. . . the positions were new. Dean White and some others felt the need for a closer relationship between the Laboratory School and the various departments of the College. As the College of Education had grown, the easy, natural relationships couldn't carry through. Particularly as they were looking ahead to moving [the Laboratory School] into the new building, it was apparent that communication would be even more difficult.

. . . They established these two half-time positions in order to have some one person from the two major departments concerned--Elementary and Secondary--work closely with the appropriate faculty in the P. K. Yonge School. [The coordinator was] to be a communications person as well as a leadership person in the area of curriculum.³²

There is some feeling on the part of the two curriculum coordinators that communication could be more effective.

Lounsbury indicated some of the problems of communication when he said:

One of the interesting things about this situation, and one of the factors which, perhaps, may be a weakness is that the person concerned [curriculum coordinator] is a full-time member of the department, and is paid completely by that department. It is only through the good graces of that department and the willingness of that department to give the person a half-time, or what's usually the case, a three-quarter-time load that the person is able to be free.³³

He further describes his effectiveness in communication:

I spend more of my time working with the [Laboratory School] faculty, just as a helping hand and an interested person and a coordinator, than I do as a communications person. I have found it very difficult to fulfill effectively my communications role because the Department of Secondary Education [members] themselves do not have time to attend all the meetings and I have a very limited time in which to report to them what I am doing. I am very close to what P. K. Yonge School is doing but I don't think, by-and-large, that the Secondary Department is a great deal closer than they would be if I wasn't there.³⁴

Lounsbury explained the kinds of activities in which he engages as curriculum coordinator:

I'm attending [Laboratory School] faculty meetings, various committee meetings. I'm meeting each week with other members of the staff . . . to talk over general problems. I attend some of

³²Lounsbury interview.

³³Ibid.

³⁴Ibid.

the school functions. I talk with the teachers about curriculum and chat with them in an informal way. They don't view me as an outside consultant. If I sit in on faculty meetings, they don't turn to me for advice, so to speak. I'm not looked upon by them as an outside expert who's there to give the answers. I think they view me more as just one of the crowd. They view me more as another teacher although I am actually not a teacher in the school. . . .

Normally, I don't vote in their meetings. I refrain from it although I always speak to points and argue along with the rest of them. I'm just another faculty member in terms of curriculum organization--really in curriculum planning--rather than as a person who has any special authority or status as an expert.

One other thing about my being a member of the Secondary Education Department and being paid completely by them: it does make it possible for me to be more readily accepted than if they had any reason to fear me because I was a member of the administration. I am not a member of the hiring and firing team. I am one they don't have to listen to. I think in some ways this does help the relationship even though it does mean that sometimes they get only the leftovers of my time.³⁵

The curriculum coordinators also function as members of the Laboratory School leadership team. Myers described this team and its communication functions as follows:

One means of accomplishing a coordinated effort between the laboratory faculty and other departments in the college is through a curriculum-planning committee [popularly called "Leadership team"]. [In P. K. Yonge Laboratory School], this committee includes the school psychologist, the research coordinator, the administration of the school, and two curriculum coordinators who work half-time in the school on curriculum problems and half-time in their respective departments--in this case, the elementary and secondary departments of the College of Education.³⁶

The elementary curriculum coordinator has not had the same communication difficulties as those experienced by the secondary person. One reason for this may be the fact that the Elementary Education Department meets weekly. Hilliard said, in regard to the problem of communication:

³⁵Ibid.

³⁶Myers, pp. 3-4.

While there are many interesting things I could report, I haven't felt pushed out when it came to reporting anything important and getting the necessary communication. Our individual staff members, who are coordinators of Ede 300 [working with participants in the Laboratory School], have stayed close to me in terms of telling me things they thought would be helpful.³⁷

Coordinators of Children and Learning (Ede 300) have a closer working relationship with the Laboratory School teachers because they have frequent opportunities to work directly in the Laboratory School. The Secondary Education Department has a very small program of participation and the secondary curriculum coordinator works with any students who may be in this program. This narrows the range of contact available to members of the College Secondary Education staff.

Other means of interdepartmental communication are also used. The Director of the Laboratory School as head of the Laboratory School Department of the College of Education functions on the staff of the College in the same way that other department heads function. The fact that Laboratory School staff members enjoy the same privileges as all other staff members has been mentioned in connection with staff morale and relations as well as some of the problems in this connection. Communications are effective to the extent that all staff members exercise their rights to participate within the organizational framework of the College of Education (see Chapter VIII).

There are some levels where communications are not as effective as seems desirable. One area that should be explored is the absence of any provision for observation or participation on the part of students in the Department of Administration. The Department offers a number of

³⁷Hilliard interview.

courses related to the organization and administration of schools yet the campus controlled Laboratory School receives scant attention in its course offerings.. It seems reasonable to suppose that this failure to utilize the Laboratory School to any great extent is due to a lack of effective communication.

The Laboratory School receives little use by other schools of the University. The School of Health and Physical Education has a program of participation in which physical education students supervise an after school play period. Other schools which engage in the preparation of teachers such as art, music, and speech make limited use of the Laboratory School. This^{is} partly a matter of communication. A program of service should consider ways of letting other schools of the University know about the services and facilities of the Laboratory School.

Communication within the College of Education is not as effective as it should be. The positions of Elementary Curriculum Coordinator and Secondary Curriculum Coordinator have not as yet brought about the most desirable kinds of cooperative planning. The coordinators perform a liason function, it is true, but this is no assurance that much is accomplished beyond this. Since the position is a new one, it may be some time before the coordinators can explore their roles and determine responsibilities and limitations.

Method of policy formation.--The way in which the policy for the teacher education program is formed has a definite bearing upon the direction in which the program will develop. While this is a critical, it will be best understood in connection with the discussion of Chapter VIII.

In-service improvement of Laboratory School teachers.--The

Laboratory School staff has many opportunities for in-service improvement available. The University extends the privilege of registering for one three-semester hour course each semester. Members of the University faculty are available as consultants. Teachers have available a professional library as well as the facilities of the University library available. Laboratory School personnel may also benefit from the services of consultants and from working within professional organizations.

There is a question as to whether or not these facilities and services constitute an adequate in-service program. A beginning in the direction of an in-service program has been made recently by the elementary school faculty of the Laboratory School. A study of the arithmetic program was started in the Spring of 1958. The program began in response to a desire for curriculum improvement.

Several other in-service and faculty studies have been carried out in the past. Consultants have provided leadership in studies related to the curriculum of the School and the improvement of teaching. In-service courses have been provided by College of Education staff members in various phases of curriculum and instruction. These courses and in-service programs have been received with enthusiasm but in each case they have not had the hoped for long-term results.

In-service programs in the Laboratory School have been spotty and fragmentary in nature because of the turnover of administrators and faculty. It has been impossible to achieve any lasting results or continuity because of the changes that occurred every year or two in

the staff. Will the present in-service program to improve arithmetic instruction suffer the same fate as other programs in the past?

The Laboratory School can improve the quality of its program through in-service study. This study should be developed in relation to the needs of the Laboratory School and of the College of Education. How can the teaching of art and music be improved? How can secondary teachers restudy the core program? These and similar questions indicate profitable areas of in-service study. A thorough-going in-service program could become the vehicle for a continuing study of the Laboratory School curriculum and instructional practices.

Summary

The program of teacher education of the P. K. Yonge Laboratory School has evolved from the functions of demonstration and student teaching to a major emphasis upon the functions of observation and participation. Observation differs from demonstration in that the student studies the growth status and interaction of pupils and teacher in a school setting rather than the methods and materials used by the teacher. Participation has been introduced as an intermediate step between the passive experience of participation and the long-term induction into professional responsibilities of student teaching. Observation and participation are steps in the sequence leading to the assumption of full professional status.

A study of the evolving program of the Laboratory School has revealed a need for additional functions in teacher education particularly as they relate to outstanding student teachers and graduate students.

CHAPTER VI

DESCRIPTION AND CRITIQUE OF THE EVOLVING PROGRAM OF RESEARCH

Development of Program

When the program of the P. K. Yonge Laboratory School was in the early stages of development, research and experimentation were of secondary importance. The most important use of the Laboratory School was to make theory explicit for teachers-in-training through demonstration and as a facility to be used for student teaching experiences. No reference was made to the function of research or of experimentation in the original request for a laboratory school.

When A. R. Mead was appointed Director of the Laboratory School, he began to explore the kinds of functions a laboratory school should perform in teacher education. He expanded the purposes of the proposed institution to include research and experimentation on the part of faculty members and graduate students. There is no evidence to indicate that research was to be a major function of the institution.

After the Laboratory School had been in operation for a year, Mead resigned as Director and was appointed to the position of Director of the Bureau of Educational Research for the College of Education. From this new position Mead began to encourage research and experimentation particularly as it applied to curriculum development. Detailed curriculum records were kept by the teachers largely on the insistence

of Mead. These curriculum records were filed and used as a resource by student teachers and by teachers who came to visit and observe in the Laboratory School.

Mead encouraged members of the Laboratory School faculty to engage in experimental projects of various kinds and report their work. Over a period of fifteen years while Mead was Director of the Bureau of Educational Research many of these studies were published as mimeographed research and curriculum bulletins. Some of the studies were published in professional magazines and journals.

One of the early research projects involved six laboratory schools in a cooperative study of their pupils. The study was initiated at a meeting of the heads of the six laboratory schools at the P. K. Yonge Laboratory School in the Spring, 1936. The laboratory schools and their directors who engaged in the project were: (1) Matthew Whaley School, Dr. K. J. Hoke, College of William and Mary, Williamsburg, Virginia; (2) Peabody School, Dr. Harry A. Little, Georgia State College for Women, Milledgeville, Georgia; (3) P. K. Yonge Laboratory School, Dr. A. R. Mead, University of Florida, Gainesville, Florida; (4) University of Michigan Elementary School, Dr. W. C. Olson, Ann Arbor, Michigan; (5) University School, Professor J. D. Williams, University of Kentucky, Lexington, Kentucky; and (6) West Virginia Demonstration High School, Dr. George H. Colebank, West Virginia University, Morgantown, West Virginia.

At a second conference of the cooperating laboratory schools in April, 1938, the report of a committee on "Activities in Which We May Engage to Improve Our Respective Schools and Their Services" listed nine areas in which the cooperating schools might make studies and reports:

1. Practices with regard to anecdotal records
2. Reports on studies in the Social Growth area
3. Community relationships
4. Parent-school relationships
5. Faculty relationships
6. Relationships between laboratory school and schools of the state
7. Administrative innovations
8. Curriculum changes and reorganizations
9. Special work in reading.¹

As a result of the cooperative effort of the six laboratory schools, data were collected on the results of the Progressive Achievement Tests, the Kuhlman-Anderson Mental Test, and physical data on age, height, weight, and number of permanent teeth. Data were recorded on a separate card for each pupil in grades 3, 5, 7, 9, and 11. Records were made for the period October 15 to November 15, 1938. The Bureau of Educational Research at the University of Florida collected the data and collated them.

The cooperating schools recorded growth data and reported on various studies at several annual meetings. Financial support for the project had come in part from the General Education Fund. In addition to the two meetings in 1936 and 1938 at the University of Florida, the cooperating schools met at the University of Kentucky in 1939, at Atlanta, Georgia in 1940, and at the Georgia State College for Women in 1941. Lack of funds brought the meetings to an end in 1941.

The results of the cooperative studies were not apparent at once. Teachers on the staff of the P. K. Yonge Laboratory School became aware of the importance of child growth. It was after World War II, however,

¹A. R. Mead et al., "Outstanding Features of Programs of Six Laboratory Schools," Bulletin No. 1, Cooperative Study of Six Laboratory Schools (Gainesville, Fla.: Bureau of Educational Research, University of Florida, June, 1938), p. 48.

before the ideas of human growth and development had their greatest effect (see p. 123).

The Bureau of Educational Research sponsored a number of studies related to the program of the P. K. Yonge Laboratory School. Most of the studies were experimental in the sense of action research. Many of the studies were master's theses. Most of the studies could not be called significant research in the sense they have been used and had a noticeable effect on educational practices.

Master's theses and doctoral dissertations have been made which have studied various facets of the Laboratory School, its children and educational practices. These cannot be said to be part of the program of research in the sense that they were sponsored as part of a planned design for research for the Laboratory School.

The growth of the Laboratory School program and its changing role in the education of teachers precluded the possibility of doing much in the way of planned research. The School lacked the funds and personnel to carry out a program of research. The Laboratory School recognized its obligation to do research in its statement of purposes but due to the circumstances of the times was unable to give the function much more than an occasional nod of recognition.

In the years following the retirement of A. R. Mead as Director of the Bureau of Educational Research in 1949, no one person or agency was made responsible for research in the College of Education. Since 1956, however, plans have been evolving to give the research function of the Laboratory School more emphasis.

Present Status

A design for research at the Laboratory School is being planned at the present time.

Wiles stated that "As we chose to provide a new laboratory school building rather than a new College of Education building, we, as a college, reaffirmed our commitment to use the Laboratory School for research."² As the new Laboratory School plans were being developed and the school plant built, studies were instituted to produce a design for research. The following questions about research were considered: "What are the kinds of hypotheses we should be exploring at P. K. Yonge Laboratory School? What kind of research is appropriate there?"³

Although the hypotheses suggested were presented to the total faculty of the College of Education at the opening of the academic year of 1957-58, it was decided this was not the proper approach to research design for the Laboratory School. Wiles stated:

Responsibility for formulating the research program should be assigned. A program cannot be wished into existence. If the development of a research program is left for someone to do after he has completed his other work, the chances are very great that the school will never have a research program, even though everyone gives verbal support to the dream of having one. Personnel is assigned to do the things really deemed important.⁴

The coordination of the research program was assigned to a research coordinator in the P. K. Yonge Laboratory School. He was given

²Interview with Kimball Wiles, Assistant Dean, College of Education and Research Coordinator, P. K. Yonge Laboratory School, April 7, 1959.

³Ibid.

⁴Kimball Wiles, "The Role of the Laboratory School in Educational Research," The Role of the Laboratory School in Teacher Education, p. 20.

responsibility for formulating a research design in cooperation with the "Leadership team" of the Laboratory School.

The plan formulated by the leadership team is for long-term longitudinal types of research--the kind of research that will cover a period of several years. According to Wiles, the purpose of the design will be to "discover the effectiveness of the kind of program that [the Laboratory School] provides, that will discover how effective this is over a period of time."⁵

In respect to the purposes of research at the Laboratory School, White has said:

I can see that the Laboratory School would be used primarily for perfecting some research designs which would test certain hypotheses that need testing in education. These same research projects would be repeated in a number of public school situations. Then the findings would be comparable because you would use the same design and the same techniques for collecting data and evaluation. . . .

I think the school must push out on the frontiers and do the kind of daring things in education that cannot be done by the public schools. We have to do this on a scientific basis. It has to be controlled and evaluated so that we know whether or not it has any value--any merit.⁶

The research design at this stage of its development is not concerned with any specific proposals for research. Wiles has said:

Three major types will probably be needed: research which describes the program and its development; research which determines pupil, parent, and teacher growth resulting from the program; and research which analyzes the relationship of program to pupil, parent, and teacher growth.⁷

⁵Wiles interview.

⁶White interview.

⁷Role of the Laboratory School in Teacher Education, pp. 24-25.

The research program of the laboratory school is becoming increasingly important. As the role of the laboratory school has changed in teacher education, many of the functions for which it was originally designed have been transferred to cooperating public schools. Some leaders in teacher education believe the laboratory school will make its greatest contribution to education in the future through its program of research. Wiles has said:

It is questionable that laboratory schools will continue to receive the support of the profession unless the research function is given more than lip service.⁸

A number of problems remain to be solved before this emphasis upon research becomes a reality. Wiles believes these problems are "support, staff attitude, and public relations."⁹

The proposed research design assumes adequate financial support and personnel. A program of research cannot flourish which is starved for funds. The staff of the Laboratory School cannot carry out a long-term research program in addition to the duties of the daily program of education. Staff is needed which has a primary responsibility for the program of research.

The Laboratory School staff must feel secure in its skills in research and be free from the fear of participation in a research project. The threat represented by research must be removed in order for research to be successful. The teacher can play a role in experimentation as a variable. He can learn to remain unthreatened by observation and analysis of his role.

⁸Ibid., p. 20.

⁹Ibid., p. 23.

The proposed program of research for the P. K. Yonge Laboratory School involves many people in addition to the research team. The research proposals have been submitted to the various departments of the College for comments, criticism, and further suggestion. The channels of communication have been kept open to all segments of the Laboratory School. A Research Committee has been organized in the Parent-Teacher Association so that parents may be fully informed about the research program of the School.

Parent opinion should support the program of research. Parents are rightfully wary of experimentation upon their children. The design for research includes policies to protect pupils from exploitation or from poorly conceived research projects.

Wiles summarized the role of a laboratory school in a program of research as follows:

- (1) Research in a college of education should be centered in a laboratory school.
- (2) Laboratory schools must engage in carefully designed research if they are to receive professional and public support.
- (3) The staffs of the college and laboratory school should cooperate in the formulation of the research program.
- (4) The research program should consist of carefully planned long-term projects which test underlying hypotheses.
- (5) The hypotheses tested should be the best we can develop regarding the instructional program, and the laboratory teacher's role should be to implement these hypotheses, not to collect data.
- (6) Laboratory schools should guide other schools in a state desiring to do research.¹⁰

It is apparent from this discussion that the present status of research at the P. K. Yonge Laboratory School is quite tentative. A

¹⁰Ibid., p. 25.

program is in the process of evolving and all of the implications are not clearly defined as yet. A research design has been proposed and is under consideration by the faculty of the College of Education. This proposed design has not as yet been presented to the total faculty for its approval. Some changes and revisions will undoubtedly be made before the design is finally put into practice.

Several research projects are being conducted that are within the framework of the proposed research design. Data have been collected in a study to determine the attitude of parents toward the program of the Laboratory School. This "Critique of the Program of the P. K. Yonge Laboratory School" has been conducted to fulfill the need for "research which describes the program and its development."¹¹

Critique

Two of the functions postulated in Chapter II are related to the program of research of the Laboratory School. The functions are: "Providing for experimentation and research, and providing for professional leadership."¹²

Experimentation and research are a means by which education can explore frontiers and test theory. The theories formulated and the hypotheses to be tested determine the details of procedure. The Laboratory School can perform an important function--providing for professional leadership--through its program of research.

Certain critical factors appear to be influential in determining the program of research and experimentation of the Laboratory School.

¹¹Ibid., p. 24.

¹²Above, p. 44.

Many of these factors are at present not supported by the evidence of their presence in a successful, vital program of research in the Laboratory School.

Critical Factors Influencing the Program of Research

Some of the critical factors to be discussed in the following paragraphs are intended to indicate the dangers and pitfalls the Laboratory School and College of Education must avoid as they consider the research policy proposal described in the previous section on "Present Status."

Relative emphasis of research function.--The relative emphasis accorded any given function of the Laboratory School has varied from time-to-time. A number of factors have influenced the choice of emphasis. Among these influences have been the leadership of individuals, the interests and aptitudes of staff members, a certain amount of "bandwagoning" in response to overall educational influences, and the pressure of professional and public opinion.

During the years that the Laboratory School has functioned in the teacher education program, research has been in a minor position. In the Laboratory School's statement of purposes, research and experimentation have always had a place and most of the research done has been in the area of curriculum development. Furthermore, it can be fairly said that this "research" was in the nature of "action research," previously defined as a "firing line or on-the-job type of problem solving."¹³ The results of this kind of experimentation or action research do not find their way into general or widespread application.

¹³Above, p. 18.

Failure to implement a program of research has been due in part to the shifting emphasis upon the functions performed by the Laboratory School but this is by no means the whole story.

Lack of agreement upon what constitutes respectable educational research has had a crippling effect. The role of research in the social sciences and in the humanities has been difficult to define. Until recently the College and the Laboratory School has not had trained personnel to direct programs of research. Any number of faculty members have evidenced interest in research but, due to lack of training, they have not had many of the competencies necessary to develop respectable research.

The Bureau of Educational Research was abolished in 1950 upon Mead's retirement. It was thought at the time that research should be a function of the various departments of the College. The departments have not produced any significant program of research as a result of the change. Probably the greatest difficulty has been the lack of training in research--a research staff. The lack of a coordinating agency responsible for research has also been a part of the difficulty.

Another factor that has handicapped research has been a lack of adequate financing.

Financing.--One of the reasons for the relative insignificance of the Laboratory School's program of research has been the lack of financial support. When budgets were presented, expenditures were called for which would support programs of research. As is usually true in the course of considering budgets, cuts were made and the research budget usually suffered the first cutback in expenditures.

Support for educational research has been largely provided by graduate students. These students carry through a research project as part of a doctoral program. The cost of research is borne by the student and, since his resources are usually quite limited, he chooses a research project that entails the least expense. All too frequently this means the project must be completed in a relatively short period of time and does not test any hypotheses requiring a long-term longitudinal study. Graduate students usually do not attempt an experiment requiring the collection of data over a period of years, yet these long term studies are needed.

Financial support must be given to a research program for the Laboratory School. Staff support must be provided to match the financial expenditure. Personnel can be released to do research by adjusting teaching loads. This requires funds for salaries, equipment, and supplies.

Role of the teaching staff in research.---Wiles indicated that the major role of the teaching staff of the Laboratory School in a research design was to implement hypotheses. The teacher cooperates in research projects as one variable and by making the adjustments required to test the hypotheses.

It seems doubtful that this is a sufficient role for the Laboratory School teacher in research. This may be one of the roles a Laboratory School teacher can perform but he also has a responsibility for engaging in the kinds of on-the-job research that will raise the quality of teaching. While there is a place for long-term longitudinal studies in the research program of the Laboratory School, these should be the responsibility of a research staff. The Laboratory School

teacher can engage in experiments of a more limited nature but there is no reason why some of these less ambitious studies could not be just as significant as longer ones.

The questions that need to be answered in educational research are not all long-term in nature. A significant contribution could be made to educational research by helping Laboratory School teachers acquire the skills they need to carry out experimental projects at the classroom level. With some coordination and assistance from staff members who are competent to direct research, the Laboratory School staff could soon develop competency in action research. This, too, could be a place where graduate students might be given experience in research and contacts with an actual school through working with teachers in the Laboratory School.

Role of the College of Education faculty.--The total faculty of the College of Education has a responsibility for professional leadership in educational research. Traditionally, the faculty of a college has divided its responsibility between teaching and research. The College of Education of the University of Florida has assigned certain members of the staff the responsibility for encouraging and aiding educational research. They receive credit for this assignment on their work load.

During the year just past, the Assistant Dean of the College of Education has devoted half-time to the coordination of research in the Laboratory School. This time was used to develop a design for the program of research. The design proposes that the research function be assigned to a staff specifically for research.

There is a danger inherent in designating a staff specifically to research. The assignment of a specific function to a department or "bureau" may result, if care is not taken to prevent it, in creating a power structure with a vested interest in research. This power structure is already apparent to a degree in inter-departmental relationships. A faculty person in one department may be prevented from pursuing some very natural interest because he is trespassing in another department's territory. This can also happen in research.

It is conceivable that a research staff might begin to dictate the kind of research that it believes possible within the framework of a particular design. Certain kinds of research could be discouraged because policy would "screen" them out. It is altogether proper that policy should protect pupils and teachers in the Laboratory School from exploitation but, at the same time, policies must be set up that will encourage the new, the unique, the creative in research.

The proposed research design leaves wide latitude at this time in the testing of hypotheses. It is hoped that in the final design the hypotheses will be permitted to dictate the method rather than the design dictate the kinds of hypotheses to be tested.

The degree to which the College of Education faculty participates in developing and supporting research for the Laboratory School will determine the scope and adequacy of the research that will eventually be done.

Method of policy formation.--The research policy about to be presented to the faculty of the College of Education and the Laboratory School may experience some of the difficulties such proposals have met in the past. While the policy on research to be proposed has been

under consideration for a long period of time, it may still face considerable revision before it is in acceptable form.

One of the kinds of difficulties such proposals must risk is a lack of adequate communication while it is being formulated. While the structure of the College provides for participation of all faculty members in forming policy which will affect them, this participation is not as easy to achieve in fact as it is to plan it on paper. It is one of the facts of "organizational life" that there is a difference between the way an organization works on paper and the way it operates in fact. Because of this many members of the faculty may hear what is involved in a policy proposal from time-to-time but still have insufficient contact with the proposal as it develops really to know what is involved.

Members of the "leadership team" have worked with the Assistant Dean as he has developed a research design for the Laboratory School. The proposal may experience difficulty as the design filters down to a second level of communication. While the research design may have been presented in departmental meetings this is no assurance that communications will not be garbled because individuals fail to realize the import of the proposal. When the proposal reaches the faculty in complete form, many persons who have had limited contact in the formative stages will see the plan as something entirely different from their expectations.

Another kind of problem is likely to arise because of the essentially "bureaucratic" nature of the College organization. Studies of the nature of a bureaucracy indicate that one of the characteristics of this type of organization is the way in which power

figures and power structures arise. Certain individuals or groups become powerful because of their position in the structure and this in turn creates fear on the part of less powerful figures which usually becomes apparent in their opposition to the power figure.

Such a power structure could easily develop in the research policy of the College and of the Laboratory School. Even though such a structure might not develop in fact, individuals will continue to be alert to its possibility. Lesser figures in the power structure may oppose certain policies as a way in which to enhance their own feelings of adequacy and power in the structure.

One possible way to neutralize this tendency to bid for power would be through the formation of a committee or bureau responsible to the faculty which coordinates research and proposes research policy. A representative membership which rotates in such a way as to prevent power structures from developing might improve the method of policy formation. Such a bureau of research should also have a relatively permanent membership as well as a rotating membership. The permanent members would be individuals who have a thorough research background. The permanent members would give the committee or bureau stability while the temporary members would prevent the building of power structures or control by power figures.

Summary

In the past the Laboratory School has considered research an important enough function to be mentioned in its statement of purposes. Research has failed because of inability to obtain support in the form

of funds, facilities, or staff. The function of research has been honored with good intentions but by inadequate action.

Curriculum studies were encouraged by the Bureau of Educational Research under the direction of Mead. This was due to the fact that Mead was primarily a curriculum specialist and not a research person.

Because the Laboratory School has had no long-range overall design for research, its efforts have been intermittent and floundering. Research has been undertaken by individuals with limited time, money, and competency if it has been undertaken at all.

It is evident from the difficulties educational research has encountered that the Laboratory School has been unable to adequately fulfill its purpose of "providing for experimentation and research." The design for research being proposed is an attempt to set up policies to guide research in the future. Flexible well-chosen policies, adequate funds, and competent research staff may make possible in the future the research that has been lacking in the past.

CHAPTER VII

DESCRIPTION AND CRITIQUE OF THE EVOLVING PROGRAM OF SERVICE

Description of Program

Services for Teachers In-Service

The P. K. Yonge Laboratory School originally functioned as a service facility for the teachers of the State in its elementary division. The school began as a model of a modern elementary-secondary school in which administrators, supervisors, and teachers might observe other teachers at work in an actual school. The school plant provided was of the latest design and the curriculum new and untried in 1934.

Teachers, principals, superintendents, and laymen interested in education came to see the school. Observers came from many nations other than our own.

At first the in-service teachers were served by keeping the Laboratory School in session on certain Saturdays during the year. Visiting teachers observed classes in the morning and then met in groups for discussion in the afternoon. Mead described the Saturday observation sessions as the first way in which the Laboratory School provided help for teachers in service. The Saturday visitations were noted in one biennial report:

Several times during the year the school was operated on Saturday so that those who wish to visit the school to observe it in operation may do so. During the biennium just closed from 1,500 to 2,000 people, mostly teachers, have visited the school

one or more times. The benefits received by these visitors is evident by letters received from them and by requests for available literature. The policy of the school from the beginning has been first, to discover the truth, and, second, to make it available to others.¹

According to Mead, Laboratory School teachers were instructed to carry on their regular classroom activities in the Saturday morning sessions. While this was the objective, Tison reported:

The reputation of the school had spread to the point that many people came in here expecting something very radical or radically different. It came to the point that if you didn't have your children going through hoops on Saturdays, they went on to another room to visit. Then you were judged on the basis of how many people you had visiting in your room. Originally, and as it was planned, we had observation in the morning and then in the afternoon we met with these teachers and talked with them about our program and what had happened in the morning. We tried to give them materials or suggestions in answer to their questions. Saturday visitation was very valuable at first. I still meet people who say that they observed in my room on such and such a Saturday.²

In describing the Saturday observations, Mead said:

We tried to get them here at nine o'clock in the morning, and usually they did come. We got them all into the little auditorium and had a session with them. We'd hand them a sheet of paper. We'd say: "Now here is the class schedule. Here are the classes. Here are the rooms. This is the work that would have been done yesterday. We didn't have school last Monday and that put the schedule so that this work would have been done yesterday. This is the schedule for a regular Friday's work on an ordinary week during the forenoon. The afternoon's not here; there isn't any afternoon. So you people go where you want. After you get through with that, come on to the cafeteria for your lunch. Then meet us in the library for an afternoon session at which you can talk to your heart's content about what you saw and heard. We'll be there to try and help you make an analysis and interpretation of what it's all about and listen to your criticisms." And that went on. . . . It became very important in the history of education in Florida.

¹"Biennial Report," XXXIII (June 30, 1938), p. 469.

²Interview with Jean Pieper Tison, Instructor in Education, April 9, 1959.

That was one of the media through which the State of Florida discovered what planning sessions were.³

Lewis indicated that an attempt was made to determine the effectiveness of the Saturday observation days:

We made an effort one time to evaluate the Saturday visiting. We sent out a questionnaire to all the teachers who had registered on these special days asking them questions about what they thought. We found out, by and large, the feeling on their part, as they expressed it, was that it had been profitable.

I'm sure that the visits to the school [were profitable]. In those days this building [Norman Hall, now] was supposed to be quite a building. To see teachers teach without having to rely too much on the textbook, or maybe to come see someone teach who wasn't doing it as well as they were, but it was somebody else doing that helped them reflect on it from an objective point of view.⁴

When the Saturday observations were reinstituted in the post-war period, certain days were set aside for observation by Negro teachers throughout the State. This program was instituted when the principalship was under Lee Eggert in the years 1948-51. In describing this program, Eggert remarked:

We felt that we could make a real contribution to the effectiveness of teaching in the Negro schools. We discussed this first with the Dean, then with the President of the University, J. Hillis Miller. The President carried it to the Board and we were cleared to work with these colored teachers. We set aside a visiting day for colored teachers. However, we discussed this a great deal in the P. T. A. meetings prior to this. We sent a letter home with each child who would attend on the Saturday visiting day for colored teachers. We had those visiting days for two years. I think it was helpful to the students in the school, and I know it must have been helpful to the colored teachers. Our problem was not to get a group here. Our problem was to limit the group that did come so that we could work effectively with the colored teachers.⁵

³Mead interview.

⁴Lewis interview.

⁵Eggert interview.

The program of Saturday observation proved quite helpful to Negro teachers in Florida. In the few years the program was continued it supplanted the Saturday observation for in-service white teachers. The Saturday program of observation was discontinued altogether in 1952.

The Laboratory School has continued arranging observation for individuals or groups who wanted to visit the school. It plans observation for small groups and individuals upon request. Observers may look at the program in action, talk with teachers, examine teaching materials, and study the school plant. During the school year, 1958-59, more than 250 persons visited in the Laboratory School.

Field Services by Laboratory School Teachers

Over the years the Laboratory School has provided services for teachers in the field. When G. Ballard Simmons assumed the directorship of the Laboratory School in 1935, services provided by the school throughout the State began to expand. Simmons saw to it that members of the Laboratory School staff were invited to participate as consultants in many counties throughout the State, to work in planning conferences, and go to schools for demonstrations. The school received some criticism because of the numbers of teachers leaving their classes to be taught by substitute teachers. Simmons explained his position on sending teachers into the field:

I didn't want it to be just another campus school. I wanted it to be an influence for the State. I pushed all of the time and did some things which Mead and others criticized. He'd come down and declare: "What are these children going to do while you've got Goette off down there in Miami?"

I'd say, "Now Mr. Mead, that's a responsibility of mine."

Mr. Mead liked to do that type of work but he wanted to keep substitute teachers right here on the staff and finally we got three. We had three full-time substitute teachers. . . . We had them in all of the faculty meetings.⁶

Just prior to World War II some of the teachers went to small schools to help teachers plan units that would help improve the community without spending any money. This project was supported by the Sloan Foundation. The Laboratory School teacher helped teachers plan a unit such as sanitation, and sometimes demonstrated with classroom groups.

World War II brought on a shortage of teachers and college instructors. Some members of the Laboratory School staff were pressed into service to teach extension classes out in the State. They often travelled to their classes on public bus routes which took many hours of time and much energy. One such class taught in Sarasota, Florida, required the teacher to leave school on Friday afternoon and travel by bus, arriving late at night. After a night in a hotel, the teacher met his class on Saturday and then travelled by bus back to Gainesville, arriving late on Sunday night. This procedure once a week in addition to regular duties on the Laboratory School staff represented a considerable expenditure of extra time to serve teachers in the State.

Post-war expansion of the College of Education caused the organization of a separate Department of Off-Campus Instruction and brought to an end extension teaching for Laboratory School teachers. The past ten years have been relatively inactive ones for Laboratory School teachers in field services.

⁶Interview with G. Ballard Simmons, Professor of Education and Head of Off-Campus Instruction, April 23, 1959.

A new policy was recently adopted which permits Laboratory School faculty to work as consultants in pre-school workshops in various counties of Florida. Permission has been given for a few staff members to miss one week of the pre-school planning period at the Laboratory School to provide this consultant service.

Leadership in Professional Organizations

Throughout its history the Laboratory School has provided leadership for various professional organizations. Administrators and teachers in the Laboratory School have served as officers in many professional organizations. Two faculty members have served as president of the Department of Classroom Teachers and one as president and vice-president of the Florida Education Association. Laboratory School teachers have served as president of the Florida Art Teachers Association, Florida Librarians, and Teachers of Mathematics. One teacher served on the State Textbook Commission. Laboratory School teachers have taken an active part in the affairs of professional organizations.

Services to the University

The Laboratory School cooperates with other colleges in the University. The College of Medicine and of Nursing both use the Laboratory School facilities for observation purposes. Medical and nursing students gain some understanding of the relationship between physical condition and behavior by observing children in school. They observe particular children for whom they have a detailed medical examination. They observe children at both elementary and secondary levels. These students observe on a definite schedule.

Students from the College of Architecture and Fine Arts visit the Laboratory School to observe the physical plant in relation to its functional use with pupils. They observe size of class groups, storage space, lighting, room areas and above all children as they learn in relation to the physical facilities.

Writing and Publishing

During the period of time when A. R. Mead was Director of the Bureau of Educational Research, a great many pamphlets describing various phases of the Laboratory School program were given rather wide circulation. Norman told of one occasion when President Tigert returned from a speaking trip in California and remarked on the widespread reputation of the Laboratory School. One California educator had asked Tigert if he was President of P. K. Yonge Laboratory School. He was surprised to find that many educators knew of the Laboratory School but not of the University. Apparently Mead's encouragement of writing and publishing had been effective.⁷

Much of the publication was done on a very small and at times almost invisible budget. Reports, studies and curriculum materials were published in mimeographed bulletins and mailed to other institutions interested in teacher education.

Publication is still possible although the budget remains limited. The Laboratory School competes with other departments for funds for publication. It has an advantage over other departments, however, because it also has control of the administration of money budgeted directly for the School.

⁷Norman interview.

Educational Radio and Television
Broadcasting

Soon after the Laboratory School had its program in operation, Dr. Alfred Crago, school psychologist, proposed a series of radio broadcasts be produced in cooperation with the Florida Congress of Parents and Teachers.⁸ A series of broadcasts over WRUF, University of Florida radio station, was instituted in 1935, and continued through June, 1937. Laboratory School staff members presented some of the programs in a series of "Parent Education Radio Programs." Pupils in the Laboratory School also participated in broadcasts that were arranged from time-to-time. Broadcasts from the Laboratory School were publicized for several weeks in advance of the broadcast so that other schools might listen.

Simmons recalled that these programs were widely heard in Florida. Sometimes the College of Education would receive complaints that reception of the broadcasts was unsatisfactory. The College of Education experimented with courses taught by radio for college credit.⁹ Teaching by radio received some of the public attention at that time which is now being accorded educational television. The W. P. A. Writer's Project "American Guide Series" notes educational radio experiments as an outstanding feature of the P. K. Yonge Laboratory School around 1936.

Today the Laboratory School participates along with other schools in Alachua County in school public relations broadcasts over the University of Florida educational television station, WUFT-TV. These programs

⁸"Biennial Report," XXIX (June 30, 1934), p. 114.

⁹Simmons interview.

are limited to local viewing at the present time.

Critique

The program of service of the Laboratory School is much less extensive than some of its other functions. The major contribution made in this area is that of "providing professional leadership." It should be recognized that the Laboratory School has provided professional leadership in both a planned and unplanned way. The planned program as well as the "unplanned" program has been described in this chapter.

The Laboratory School has provided leadership for many phases of the educational enterprise in Florida. While no definitive studies are available to verify the school leadership contribution, it is significant that many persons prominent in Florida education have been associated with the P. K. Yonge Laboratory School. Some staff members went from the Laboratory School to positions of leadership, some became professors in other departments of the College of Education, and many have served various professional organizations in positions of responsibility and leadership. Several informal studies of Laboratory School staff turnover reveal that the staff members who leave the school go to positions paying higher salaries and with greater leadership responsibilities.

Critical Factors Influencing the Program of Service

Emphasis upon other functions.--During recent years there has been less emphasis upon the program of services. The Laboratory School has provided services but they have not always been something developed

and planned purposefully. The services have grown in response to demands or requests for service. Prior to reorganization in 1948, the service of observation for in-service teachers and field services was widely used.

The need to provide for the education of pupils and for teacher education pressed upon the School and demanded the major share of its attention in the past few years. This probably as it should be.

Expansion of the Laboratory School facilities could, however, now make it possible to expand the School's services to the University and to the profession in the State. The School could become a center for conferences on teaching problems; it could extend laboratory facilities to colleges in the University other than the College of Education; and it could increase its field services.

Public relations.--The service function of the Laboratory School represents one way in which the School can exert leadership throughout the State. In order to provide leadership through services, there must be a study of the kinds of services the School can provide and then a program to see that those who may want to use the services hear about them. Unless the Laboratory School takes steps to make its program of services known in an aggressive manner, services are likely to remain a relatively minor function.

There is a secondary benefit to be derived from providing services. The extension of services in an effective manner should enhance the image of the Laboratory School throughout the State. This is one of the benefits that came to the School under Simmons. People in professional circles throughout the State knew about the Laboratory

School and what it was trying to accomplish. In a sense, this may have been disadvantageous as well as an advantage when the services rendered sometimes did not measure up to the high expectations that had been built up in the minds of those outside the School.

Staff morale--staff relations.--Opportunities to provide services contribute to staff morale. The kind of person who enjoys teaching in a laboratory school usually gets much satisfaction from providing consultant and other types of services to teachers and colleagues. Opportunities to work in leadership positions often act as an attracting force which holds teachers in a laboratory school in spite of temptations to move to positions of higher pay and responsibility.

The program of service requires planning, however, to avoid the danger of creating problems of the type generated when staff members compete for service responsibility or the additional salary consultant service might pay. Where certain persons are called upon for service while others are ignored, feelings of animosity toward the favored ones can be aroused. This can be destructive of staff morale.

Financing.--As is true of other aspects of the Laboratory School program, financial support is a critical factor. "Shoestring" financing detracts from the effectiveness of a program of service. If teachers must provide services on a budget that limits them to the poorest kind of accommodations, they will be treated as "poor relations" and their effectiveness diluted. Fees should be asked for services that are commensurate with the cost and value of the service to be provided. Careful planning with consistent and sensible policies can protect the service program from exploitation by other agencies.

Communication through leadership.--When the Laboratory School makes it possible for its staff to participate in the affairs of professional organizations and provide other kinds of professional leadership, it opens up channels of communication between the Laboratory School and the teachers of the State. Participation throughout the State in various leadership roles also helps the School to know what services are needed and how well it is performing those now extended.

An example of the possibilities of this kind of inter-communication occurred some years ago when a Laboratory School teacher went on a tour of Negro schools. He was appalled at the conditions he observed. This teacher saw an opportunity to raise the level of education in the Negro schools through their participation in Saturday observations at the Laboratory School.

Work in professional organizations by Laboratory School faculty should help overcome the lag between theory and practice in education. Through leadership in professional organizations, the Laboratory School faculty can demonstrate the utility of educational theory.

Writing and publishing.--The Laboratory School can provide a definite service to the teaching profession by reporting its activities through writing and publishing by its staff members. Reports to the profession do not necessarily need to be of outstanding significance. Teachers are continually searching for help in improving the ways in which they work in their classes. Reports on promising practices from Laboratory School teachers should have a beneficial effect and would be examined with interest by teachers everywhere. What is the Laboratory School doing, even in a small way, with audio-visual materials that would be suggestive of improved practice? What kind of program is the

Laboratory School using in teaching reading? How is this program working? What type of organization for teaching is meeting with success in the Laboratory School? What is the growth of pupils under this kind of teaching organization? How are teachers in the Laboratory School reporting to parents? What do parents think of these methods? These are but a sample of the kinds of questions which teachers want answered.

Summary

The planned program of service of the Laboratory School has been primarily observation for in-service teachers during the first fifteen years of the School's existence. Many staff members did professional writing, served as leaders in professional organizations, provided field services, participated in the affairs of the community, and served the University in various ways.

The Saturday observation may be said to have been a planned program. It had definite goals, planned activities, and made efforts toward evaluation of its effectiveness. While many other services have been provided as part of the School's leadership function, they have been provided as called for rather than as part of a planned and coordinated effort.

The Laboratory School in the past few years has not sought to provide services in any great degree although it has been ready to provide them upon request.

CHAPTER VIII

DESCRIPTION AND CRITIQUE OF ADMINISTRATIVE PRACTICES AFFECTING THE PROGRAM

Evolution and Status

The program of the Laboratory School gets direction and functional emphasis from personnel who work within an organization devised to control its policies. The structure of the organization sets the pattern of professional relationships.

The P. K. Yonge Laboratory School operates within a structure which determines policy for the College. The Laboratory School as a department of the College has its own organization which sets the limits within which administrators, faculty, pupils and parents interact to produce the program of the School. In addition the financial support given the Laboratory School introduces another factor which has an influence upon the program.

Information on organization and finance is relatively plentiful. However, data on personnel relationships are meager especially as they concern staff members. Persons interviewed for this study talked frankly and freely about the program of the Laboratory School but were unwilling to make statements that might be interpreted as critical of individuals.

The School's Administrators

The P. K. Yonge Laboratory School has operated as a department of the College of Education throughout its history. The administrative

officers of the School in the beginning were a director and principal. The director was responsible for the development of policy and exerted a considerable influence on the development of all phases of the School's program.

The first director, A. R. Mead, worked closely with Dean Norman in the development and execution of plans for the School. Mead carried a great deal of responsibility for helping define the School's role and for giving it a theoretical basis. He had hired the first faculty, organized financial matters, and worked through the first year of operation. The following year he was made director of the Bureau of Educational Research, a position in the College of Education created by Dean Norman.

Mead worked to get the Laboratory School off to a good start and succeeded in developing excellent plans. He felt it necessary to resign, however, as director of the Laboratory School at the end of the school year, 1934-35, because the pressures and tensions of the work affected his health. Mead continued to exert a considerable influence upon the activities of the Laboratory School from his position as director of research. When Mead resigned as director, J. Hooper Wise resigned as principal.

G. Ballard Simmons succeeded Mead as director. Simmons was assistant dean of the College of Education. He appointed a faculty chairman rather than a principal. This change was necessitated because the president of the University refused a request from Simmons to permit the election of a principal by the faculty. The faculty chairman devoted half-time to his administrative duties. Simmons said, "The title

'Chairman of the Faculty' was not liked, even by the chairman. I found he was calling himself principal."¹

Faculty chairmen during the next few years included W. T. Edwards, J. Broward Culpepper, Kenneth Kidd and Hazen Nutter. When Hal G. Lewis became administrative head of the School, the title of high-school principal was used. The next two administrators, Harvey Meyer and C. Lee Eggert, were appointed as principals.

The directorship of the Laboratory School was held by Simmons from 1935 to 1948. Simmons was assistant dean when appointed director, and, in 1941, he became acting dean of the College of Education.

In 1949, J. B. White became dean of the College of Education. He did not act as a director of the Laboratory School but delegated administrative leadership to the principal.

The title of director was restored in 1951 when E. A. Davis was appointed to head the Laboratory School. During 1951-52, the School also had a half-time principal position which was filled by a graduate student. This half-time principalship was abolished in 1952-53 when routine administrative matters were handled by the office force. Neither of these two arrangements was very satisfactory, and, in 1953, T. J. Hill was made principal.

R. B. Myers succeeded Davis as director in 1957 with an acting appointment that was made permanent the following year. T. J. Hill has continued as principal.

Policy Responsibility

Policy decisions were usually made by the faculty of the Laboratory School. Chapter III described the extent to which the first

¹Simmons interview.

faculty under the leadership of Mead determined the policies and program of the School.

Faculty group decisions continued to guide policy under the directorship of Simmons. Lewis noted this when he said:

Dr. Simmons was the second director. He hired me and a lot of the rest of us here. He hired certain kinds of people that he thought would serve certain kinds of programs. Dr. Simmons frequently participated in the decision making. His belief in and operation by a democratic philosophy of education in school administration gave us a great source of inspiration, responsibility and stimulation. He always insisted that whoever was chairman of the faculty and whoever was director of the curriculum abide by the decisions of the group. He stood on the side of faculty control of faculty decisions.²

Some difficulties were encountered in determining policy and program although there is no clearcut evidence of this in the interviews or records. Some idea of the way in which program was carried out may be inferred from remarks by Tison:

I came from a very liberal school [in 1936] and I understood when I came that it was a laboratory school and that we did have a role in teacher education. That was one reason why I came, although I found out after I came here that I really had no role in teacher education. I tried to find out . . . just what we were expected to do. I hadn't had nearly as much experience as some of them. I was told to do just as you would want to teach. I was a pretty confused person when it got down to planning what I was going to do in the classroom. . . .

Beside saying you were free to do what you wanted to do, we were still handed a lot of textbooks--geography, history, spelling and so on--so that you used those textbooks, too. . . .

There was a close feeling among the teachers. But we had little or no direction the first year I was here to help us develop curriculum.³

In remarking on the administration of the Laboratory School at a later date (1948), Eggert said:

²Lewis interview.

³Tison interview.

Dean Simmons, when he was dean, kept a very close hand on the whole proceedings of the Laboratory School. Dean Simmons had been head of the Laboratory School before he took over as acting dean. As acting dean he kept in very close touch with the Laboratory School. Many times decisions were made, not in the Laboratory School where logically they should be made, but rather in the dean's office. I don't say this critically of Dr. Simmons. He was so deeply a part of it. The fact that his office was located in the same building made it easier to get to the dean's office than to the director or principal or the assistant principal's office. Many times that's where the decisions were made. This was true also after Dean White came in. I think the very proximity of the two [offices] complicated this to some extent.

That was one of the concerns we had in the Laboratory School. It was a little difficult for the staff of the Laboratory School to go ahead in its planning and then to find that some of the things that we had felt were basic policy were not concurred with or actions not consistent with them might be made in the Dean's office. . . .

During that time I pointed out a number of times to the Dean that perhaps to be consistent with the functions carried out by the various persons involved, the person in charge of the Laboratory School should be the director. The person working directly with the teachers and working with the problems closely related to the School should be the principal of the School. I don't know if any of the suggestions Dean White and I discussed were partly responsible but when Mr. Davis . . . took over, the title [of principal] was changed and he became director. . . .⁴

The above quotations serve to illustrate the fact that there has been some confusion of administrative roles in the Laboratory School. Teachers, pupils, parents, and College faculty usually approached the most accessible person with requests for policy interpretation or decision. Since administrative roles were not clearly defined, the result was some conflict or confusion.

These role difficulties are still in evidence. Many status roles are in the process of evolving. What is the role of the school psychologist, curriculum coordinator, director, or principal? These administrators are trying to define their responsibilities in the organizational structure.

⁴Eggert interview.

Reorganization of the College of Education

A number of changes were made in the organization of the College of Education around the time Davis became director in 1951. These were the result of a study of the College which began when White became dean in 1949. According to White:

We had a number of recognized departments and the rest of the College ran as one group. The P. K. Yonge School was functioning definitely as one department. We appointed a committee to study this problem. This committee was composed of people from the College and from the Laboratory School. First we tried to define the function and role of the Laboratory School.

We said then, as we say today, that the function was primarily one of providing a good school for children, of providing an opportunity for laboratory experiences for prospective teachers, including observation and participation, and for experimentation and research. We recognized at the time that we were not providing for all of those functions.⁵

The effort to reorganize the College of Education extended over a period of several years. Continuing his discussion of the organization of the College of Education, White said:

When we first attempted to divide the College into departments, we recognized there were a lot of dangers inherent in doing that. After living with the organization for two or three years, we began to realize more than ever that there was a definite crystallization of departments--each department becoming a little college by itself. Many of us became dissatisfied and concerned about what was happening. Along about 1954 or 1955, we began to work again on this problem of college-wide organization.

We had a large committee--some twelve or fourteen people--from every department of the College. We spent nearly a year meeting once a week working on a new type of organization to try to find a way to keep the division of labor but at the same time make it possible for us to function more as a total college rather than as isolated departments. Our present organization grew out of that endeavor.⁶

The new organization made the policy and program of the College of Education a total staff function. Certain general provisions of the

⁵White interview.

⁶Ibid.

"Plan of Organization of the College of Education" delineate the general outlines of operation:

A. The policy formation and the administrative organizations shall be clearly distinguished.

B. All persons who will be affected by a policy shall have the opportunity to participate in the formation of the policy.

C. The undergraduate and graduate programs shall be planned and the policies formulated by all those working in the program.

D. The organization shall be as simple as possible, with few standing committees.

E. No member of the faculty may serve as the departmental representative on more than one policy forming committee.

F. The Dean shall appoint all administrative officers or approve alternate methods of selecting them.

G. For policy formation and curriculum development each staff member shall be assigned by the Dean to a teaching department (with certain exceptions). . . . Appropriate time shall be released to provide for administrative or other activities.⁷

The plan for organization set up certain very broad committees to consider policy and program within certain limits of responsibility. The two major committees were the Undergraduate and Graduate Committees. The original plan of organization also included a P. K. Yonge Committee, an ex-officio committee, which dealt with Laboratory School policy when it affected interdepartmental affairs.

Just as is the case with any department of the College, the P. K. Yonge Laboratory School makes decisions concerning its internal affairs. The School also participates in interdepartmental affairs through membership on the Undergraduate Committee. The director of the Laboratory School functions in the same way as any other department head in College affairs.

The P. K. Yonge Committee has been replaced by the "Leadership Team." The team considers policy and program proposals and then makes recommendations. It acts as liason in interdepartmental matters.

⁷"Plan of Organization of the College of Education" (Gainesville, Fla.: College of Education, University of Florida, n.d.).

Policy proposals can originate from any committee, department, or individual on the faculty of the Laboratory School. Students may make policy proposals through the Student Council organization. Parents may make their wishes known through the P. T. A., and through direct communication with the "Leadership Team."

The Laboratory School faculty meets weekly to discuss instructional and curriculum problems. These meetings may be in small groups of various kinds or as a total faculty meeting. Matters affecting policy of the College of Education may originate in these meetings.

Status of Laboratory School Faculty

While the organization of the College of Education and interrelations with the Laboratory School have an important bearing on the way Laboratory School personnel perceive themselves, another powerful influence upon the School and its program is the way teachers think other people perceive them. Status on the faculty of the University has an important bearing on this point.

When the staff of the Laboratory School was first organized, the salary of teachers came from a \$50,000 appropriation in the University budget. Staff members at that time were accorded full academic rank on the University faculty. Shortly after the change in directorship in 1935, Laboratory School personnel were removed from the University faculty and given a separate status.

This change in status came about because of the way in which the county school system and the University shared in contributing funds to pay the salaries of Laboratory School teachers. The University paid

half of the salaries of the teachers and the county schools paid half. This placed the Laboratory School teacher in an academic limbo. Half of the staff received pay from the county and half from the University. A teacher might receive his pay from the county one year and the University another year.

The justification for maintaining this neither-fish-nor-fowl status was that Laboratory School teachers' salaries were freed from restrictions imposed by University rank. Teachers could be given salaries without regard to rank status. It was thought that salaries would be more nearly in line with the salaries of teachers in public schools.

The separate faculty status may have produced some feelings of inferiority on the part of the teachers. This in turn may have contributed to the feeling that a job in the Laboratory School was a stepping-stone to the College of Education faculty. Eggert pointed out that this was true as late as 1948 when he stated: "People would come into the Laboratory School looking to the time when they could be promoted [sic] to the College faculty."⁸

Simmons stated that he looked upon the Laboratory School as a source of personnel for the College faculty:

I never objected to it at all. I got Hal Lewis a job as Director of Adult Education for Florida in Government work.

He came to me and said, "You pushed so hard for me," and I said, "Well, Mr. Lewis, you're getting \$1,500, and I was able to get you \$3,600."

I brought him back later on.

We had [Laboratory School teachers] continually going. The Southern Association wrote me and said they wanted to place the Laboratory School on probation because of so many people leaving.

⁸Eggert interview.

I wrote them that not one had left who didn't go to a better position, and five of the seven that left were promoted to the College of Education.⁹

The University took over full control of Laboratory School salaries and restored the teachers to the University faculty in 1949. At that time a plan was worked out whereby the county school system paid State funds for salaries, expenses and earned teaching units into the University treasury. The University made the funds a part of the budget. This new arrangement was made possible through the Minimum Foundation Fund payments made by the State to Alachua County Schools for the salaries of Laboratory School teachers and for teaching units earned by the previous year's average daily attendance.

During the past six or seven years, "promotions" to the College have become much less numerous than was the case in years past. This may be because the Laboratory School has achieved a better status position in the College organization.

Financial Support

One handicap to the program of the Laboratory School in years past has been the difficulty encountered in getting adequate financing. The money never seemed to keep up with the needs of the School.

Mead began the first year of operation under a distinct handicap because of budget. He had hoped to attract first-rate teachers to the staff by being able to offer salaries around \$3,000 a year. He was actually only able to squeeze an average of about \$1,500 a year out of the budget. Low salaries continued to plague the School for some years

⁹Simmons interview.

thereafter. Salaries managed to stay ahead of many counties in Florida but were lower than a few of the more populous areas such as Dade, Broward, Pinellas, and Hillsborough counties.

Funds for supplies and equipment were often inadequate, Eggert remarked that when he became principal, "The [Laboratory School] had no equipment. It didn't have anything."¹⁰ Some of this may have been due to the shortages of World War II, although there is little evidence that things were very much better before the War.

The financial picture has certainly improved considerably in the past year or two. Teachers' salaries have improved a great deal. Today teachers receive from \$4,900 to \$6,700 with an average of \$5,800 for the school year. These figures are for teachers' salaries only. These salaries are higher than the highest ranking counties in Florida.

Laboratory School teachers, with two exceptions, hold a minimum of a master's degree. The teachers without a master's degree have college credits sufficient to give them a "paper master's." The teachers without a master's degree account for the two lowest salaries on the scale.

The budget for the Laboratory School is administered separately from that of the College of Education. The budget is submitted through the office of the dean just as any other department in the College but once the budget has been approved, the Laboratory School controls its own spending.

Since the Laboratory School has occupied its new school plant, it has received better financial support. Funds for equipment and

¹⁰Eggert conversation.

capital outlay were always low in years past. In 1956, the School received only \$3,000 for expenses and \$300 for capital outlay. The budget for 1959-60 includes \$10,000 for expenses and \$3,500 for capital outlay.

Funds for the construction of the School included \$101,000 for equipment. An additional \$22,000 was added when an auditorium and gymnasium were authorized. The building contractor was able to save \$30,000 on construction, and this amount was added to the fund for school equipment. This brought the total spent to equip the Laboratory School to \$150,000.

Staff Stability

The improved financial support for the Laboratory School and better salaries for the faculty should be an influence for more stability. The policy of "promoting" Laboratory School teachers to the College faculty may not have been as damaging as low salaries. The anticipation of a promotion in itself could be a stimulus to the teacher. Furthermore, those teachers who transferred to the College faculty remained to work on the same staff. Many members of the present College staff began their careers at the University on the staff of the Laboratory School.

Many teachers left the staff for positions with better salaries and usually with more responsibility. The loss of faculty members, often after only a year or two of service, meant that new teachers had to be found and oriented to the Laboratory School program. This turnover of faculty personnel increased during the years of World War II. Conditions did not improve appreciably after the war because of the shortage of teachers. Staff changes have continued at a fairly rapid pace up until

recently. Expansion of the Laboratory School as it occupied its new plant almost doubled the School's enrollment capacity.

A period of relative staff stability may be ahead as the Laboratory School prepares for its second full year of operation in a new school plant. Only a few staff changes are foreseen for the coming year.

Pupil Personnel

When the Laboratory School first admitted pupils, no restrictions were placed on enrollment (see p. 112). Today, with the enrollment capacity of the new plant almost double that of the old building, there is still pressure to gain admission beyond the limitations of the school plant.

At first a waiting list seemed adequate in the administration of pupil admissions. There were greater proportions of certain types of pupils requesting admission but apparently this was no particular problem for some years.

There seemed to be a number of pupils who entered the Laboratory School because they were not very successful in public school. The Laboratory School had a reputation for dealing with pupils individually and trying to help the slowest learner and those with difficult learning problems. This resulted in a number of children with learning difficulties entering the School. Since boys seem to have a higher proportion of learning difficulties in school, this may account for the fact, noted by Eggert, that there were more boys than girls.

Children from the families of University faculty also tended to be disproportionately represented in the School. The School was a great

convenience for College of Education faculty members because they worked in the same building with the elementary and secondary school.

Because of these, and possibly other reasons, a quota system was inaugurated around 1950. The quota policy now in effect is essentially the same as the original policy:

Pupils from the families of University academic personnel will be accepted up to 40 per cent of the total enrollment. This group will be subdivided so that 10 per cent will be allotted to families of personnel employed in the College of Education and 30 per cent to families of personnel employed by other divisions of the University. Students from non-university families will be accepted up to 60 per cent of the total enrollment. As far as possible, these percentages shall be maintained in each grade. If any one grade exceeds its quota for any group, adjustments shall be made in other grades so as to keep the over-all percentages on a 40-60 basis. In no individual grade shall the distribution between the two groups exceed the quota established for the entire school by more than 20 per cent of the grade enrollment, except where pupils from families of only one group are on the waiting list. Children of P. K. Yonge faculty members shall have priority, and their admission shall be deducted from the over-all University percentage, rather than from the College of Education percentage.¹¹

The admission policy keeps the number of boys and girls admitted to the Laboratory School about even:

To maintain a normal situation in the classrooms, the ratio of boys and girls must be considered. A 10 per cent deviation between the number of boys and girls will be the maximum allowed. Pupils will be admitted in the order of application until the difference between the sexes reaches 10 per cent. In that case only those of the sex of the smaller group shall be admitted until the specified ratio has been reached or until the list is exhausted.¹²

The restrictions placed upon enrollment by the quota policy do not produce a typical school population for the Laboratory School. Despite the limitation upon enrollment of pupils from the families of University academic faculty, the pupil population is somewhat atypical.

¹¹"Teachers' Handbook," p. 9.

¹²Ibid.

Estimates made of the number of Laboratory School pupils who will eventually attend college run as high as 80 per cent. Residents of Alachua County, because of the importance of the University, think of college as a very natural goal.

Even the pupils who enter the Laboratory School because they are relatively unsuccessful in certain school classes are oriented toward college attendance. The pressure of a pupil's friends and associates tend to make those who have little chance for success in college want to attend. Some of these students do attend college, despite advice to the contrary, and are disappointed because they are unable to compete successfully in their first year of study.

Critique

The administrative practices are highly important determinants of the program of the Laboratory School in all of its phases. It is almost trite to state that the major purpose of administration is to facilitate the goals of the School. In the usual classroom situation, it is always emphasized that the administration is to serve the needs of the School for the furtherance of the education of the pupils. It has been stated a number of times that one of the major functions of a laboratory school is to provide the best possible education for the pupils. In this respect the Laboratory School functions in the same way as any other good school. The Laboratory School does differ from a public school in that it must also serve as a facility in a program of teacher education, research, service, and professional leadership. It might be said that the Laboratory School must do everything the best public school must do, plus these additional functions.

Critical Factors Influencing Administrative Practices

A number of critical factors have been discussed in previous chapters related to each phase of the Laboratory School program. Many of these same factors are related to the material in this chapter. The reason for this relationship, the overlapping, should be apparent when it is realized that administrative practices are involved at every level of the program.

This overlapping has necessitated a certain amount of selection. Should an administrative matter be discussed in this separate chapter or in relation to some particular phase of the program? Throughout this study administrative practices have been discussed where they were most pertinent but this left a few that seemed to need separate treatment. The latter were put into this chapter.

Organization and policy formation.—One of the reasons for experimenting with the organization of the College of Education and the final selection of a structure that makes every faculty member a participant in policy was the tendency of departments to become "little colleges." As departments within the College began to expand, little power structures were bound to be created. Sociologists have termed this kind of power structure a bureaucracy.

The bureaucratic power structure isolates certain functions in particular departments and any attempt on the part of another department to perform that function is looked upon with suspicion and frequently with hostility.

The organization of the College was designed to bring all members of various departments together on certain policy committees that crossed

departmental lines. This crossing of departmental lines has been fairly effective in the working of the Graduate and Undergraduate committees. Some clustering of departments is still noticeable in meetings of these committees. Departments tend to cling together in the seating and to support certain positions on a departmental basis.

P. K. Yonge Laboratory School, as a department of the College, is included in the overall organizational structure. Because the new school plant is located some distance from the College, the Laboratory School and College must bridge a considerable psychological as well as geographical gap. While the organization of the College provides for participation by the Laboratory School staff, only a few staff members take part in the College deliberations.

There is some difference of opinion as to whether or not this separation is desirable. Many of the persons interviewed expressed the opinion that the move to a new school plant gave the Laboratory School teachers a feeling of independence and security. They now must stand on their own feet and are less likely to be influenced by the pressure of members of the College staff. It was also thought the new school building which is for the exclusive use of the Laboratory School has given the pupils more pride in their school and an increased sense of loyalty.

These are undoubtedly positive values but some of the persons interviewed felt there were also certain dangers. They regretted the loss of day-to-day contact when College and Laboratory School were housed together. College and Laboratory School staff members saw each other frequently and were able to make informal arrangements of a kind that now "go through channels." The necessity for following certain

procedures and channels in working with the Laboratory School is looked upon by some as a separating influence. It may increase efficiency in the sense of better organization but it also tends to increase frustration on the part of those who have been used to working with a minimum of "red tape."

Ways of overcoming the separation, whether psychological or organizational, need to be found. This need has been recognized and some measures taken to overcome the difficulties. The creation of an elementary and a secondary curriculum coordinator as a liason between certain College departments and the Laboratory School is an experiment to improve communications. The role of these two coordinators has been explored in a previous chapter (see pp. 143-145).

The administrator and policy.—The evidence as to the effectiveness of various status leaders on the Laboratory School staff indicates that policy is a matter of leadership. The direction given by the administrator determined the emphasis placed upon the various functions the School performed. Mead's strong point was curriculum and the leadership he exerted was in that direction. Simmons aimed at spreading the influence of the Laboratory School throughout the State and his leadership moved the School in that direction. Eggert was interested in finance and as a result his leadership was in the direction of putting the School on a firm financial footing. Davis provided leadership in the direction of secondary curriculum and under his direction the School revised the core program. Other status leaders, particularly those designated as "faculty chairman," were less effective because of the shortness of tenure.

One of the problems of leadership facing the administration of the Laboratory School at the present time is a lack of clear definition of leadership roles. A bid for more direct leadership within the School was made when White appointed a Director for the Laboratory School. This removed the directorship from the Dean's office and placed it within the departmental structure. This gave the Laboratory School full status as a department. Later a principal was appointed and two years ago two curriculum coordinator positions were created.

It is not yet apparent that this multiplication of administrators has been unusually effective. At the present time it is apparent that these new leadership roles need clarification and definition. What different roles do a director and principal play in the School organization? What are the responsibilities of the curriculum coordinators? What are the limits of authority of these various roles?

Some doubts have been raised as to whether or not a school like the Laboratory School needs as many divisions of administrative function as these various roles provide. Does the Laboratory School need a director and a principal? Who is responsible for supervisory functions and who for administrative functions? What are the limits of authority of the curriculum coordinators?

These are critical questions and the Laboratory School must have answers to them.

Staff morale--staff relations.--Staff relationships could be improved through an in-service education program for College and Laboratory School staff. A carefully planned program of in-service education would tap the resources of the College and involve a number of individuals now isolated from the Laboratory School in a program

to improve the quality of education. There are innumerable possibilities to be explored for in-service improvement of teachers.

At present there is the beginning of an in-service program through a study of arithmetic by the elementary school staff. This study could be considerably broadened to include College faculty other than the consultant in arithmetic. Personnel from the high school mathematics teaching staff might be profitably included in the study also. Such a program could be expanded and become an effective means for improving morale and relations. This is only one of many possible ways in which in-service work could be beneficial.

The kinds of faculty personnel sought for the staff of the Laboratory School might well be investigated. What sort of person should be sought for the staff to improve morale? All too frequently staff selection is a matter of judging candidates for a position on the basis of credentials and letters-of-reference. What kind of recruiting program could be planned to investigate the contribution a teacher would make to staff morale?

In some cases this factor has been taken into consideration in hiring a staff member. Candidates for teaching positions have been visited by Laboratory School personnel, and the candidates have visited the Laboratory School. Teachers who have been recruited through this kind of program have made a recognized contribution to the faculty of the Laboratory School.

Selection of pupil personnel.--Admission policies have had a definite effect on the program of the Laboratory School. In recent years there has been an emphasis on college goals for pupils. Because

the pupils and their parents have been oriented toward college, there has been a sharp demand for course offering believed to be necessary for college entrance (see pp. 112-13).

The selective factors that have produced a certain pupil population in the Laboratory School must be carefully considered in planning research involving pupils. It cannot be assumed that the pupil population of the Laboratory School is typical of the general population or even of the population of certain types of schools. It would be an unusual public school in most areas that would have a pupil population 40 per cent of whom come from families of a university academic faculty.

It is apparent that certain types of educational experiments could not be carried out in the Laboratory School. The present pupil population would make certain conclusions invalid for the general school population. The selective factors tending to produce an atypical pupil population operated so powerfully in the case of the Horace Mann-Lincoln School that the administration of Teachers College, Columbia University, decided not to use the schools for research.

There is still some controversy as to whether or not the Laboratory School pupil population should be typical or not. It seems reasonable to suppose that in a school whose function is primarily education of pupils and teacher education, the type of pupil population will affect the curriculum offered.

Policy, program, and parents.---One of the basic assumptions made in planning the organization of the College of Education was to involve

all persons who might be affected by policy in the formation of the policy (see p. 186). There is little evidence to show that this basic assumption has been effective in relationships with parents.

Parents can participate on the periphery of school program and policy formation through the Parent Teacher Association. This is often a very distant relationship; it does not give a real sense of participation on the part of the parents. The parent teacher organization cannot interfere in the administration of a school. This is a policy of the National Congress of Parents and Teachers.

Parents take part in the school program to a degree through conferences and certain services they perform. The degree to which parents confer with teachers in the Laboratory School is a matter controlled by the teacher. The School encourages conferences as a matter of policy. The individual teacher, however, may handle conferences in such a way that parents feel the procedure is unnecessary or simply a formality.

Can the Laboratory School lead the way for other schools in involving parents in planning policy for the school? We hear on all sides how the schools belong to the people and how parents should know what the schools are doing. How can the Laboratory School experiment and demonstrate to the public schools ways of including parents in the program of the school?

Summary

This chapter has reviewed some of the administrative practices that affect the program of the Laboratory School. These practices have had to do with the organization, finance, and personnel relationships. The evolution of these administrative practices has been described.

The emergence of an organizational structure intended to cut across departmental lines has been described. The partial success of this effort with some observations on its shortcomings has been given consideration.

The study of administrative practices leads to the conclusion that the present program has not been in operation long enough to make any definitive judgments. Many of the persons in positions of administrative or supervisory responsibility are still in the process of trying to define their roles.

It is apparent that the various roles are not yet clearly defined enough to provide certain kinds of leadership needed in the Laboratory School. This lack of definition is particularly apparent in curriculum development.

Communications between the Laboratory School and departments with programs involving the use of the Laboratory School is another area needing attention. The planning for the teacher education program requires close cooperation between the Laboratory School and certain college departments. Communications barriers should be removed so that the several staffs can work together with greater freedom.

Maintaining communication is probably one of the most important roles the administrator can play. The need for communication with pupils and parents is usually obvious. In a laboratory school, there are these other areas of communications required by programs not present in the usual public school. What can the administrator do to keep these avenues of communication in good working order?

CHAPTER IX

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Numerous studies have been made to determine the functions to be performed by a campus controlled laboratory school in teacher education institutions. These studies have for the most part considered the functions in the light of their approval by selected schools, the agreement of juries of experts, or their inclusion on evaluation schedules of accrediting bodies.

This study has examined the on-going program of one campus laboratory school--the P. K. Yonge Laboratory School--and described the evolution of the functions in the program of that school. The program was examined (1) to trace the development of the program as it evolved, (2) to describe the present status of the program, (3) to provide a critique of the program as it has evolved, and (4) to make recommendations that will be useful in guiding the future development of the Laboratory School's program.

In order to expedite these purposes, the program of the P. K. Yonge Laboratory School was divided into five areas for study: (1) the program of education for pupils, (2) the program of teacher education, (3) the program of research, (4) the program of service, and (5) the administrative practices affecting the program.

Method

Data for the study were obtained from interviews with persons who have been associated with the various phases of the School's program throughout its twenty-five years of service. Documents such as duplicated bulletins, letters, reports, newspaper files, curriculum records, and photographs were examined to provide further evidence for the findings of this study. The writer also attended parent-teacher meetings; discussed the Laboratory School and its program with pupils, parents, and graduates; engaged in teaching-learning activities with pupils and teachers at the elementary and secondary level; and has had an opportunity to observe the School in both its old and new setting.

Summary and Conclusions

On the basis of a review of the research concerning the functions of campus laboratory schools, five general functions appeared to represent areas of major agreement. These five functions were:

- (1) Providing the best possible education for the children and youth enrolled as pupils in the Laboratory School;
- (2) Providing opportunity for the observation of children and youth as they grow and learn in the school environment;
- (3) Giving college students at all levels of experience opportunities for direct experiences with children and youth, and with professional educators working within a school environment;
- (4) Providing for experimentation and research, and
- (5) Providing professional leadership.

During the course of development of the program of the P. K. Yonge Laboratory School, each of the stated functions has been given

some degree of emphasis. This emphasis has changed over the years as the leadership and commitment of the faculty have changed, as the impact of events has brought about change, and as professional needs have changed.

Foundations of the Program

Teacher education has been a part of the program of the University of Florida since it was established in Gainesville in 1905. A need for a campus laboratory school was first expressed in a "Report of the President to the Board of Control" in 1928. Construction on the School began in 1932, and the building was completed in 1933 at a cost of \$350,000. Half of the funds for the project were provided by the General Education Board. The completed Laboratory School was dedicated in February, 1934.

A staff was recruited for the School and, during the month of July, 1934, a number of the new staff members met to plan the School's program. It was at that time that the four purposes of the School, which have remained relatively unchanged, were defined. During the first summer planning session the faculty decided upon a "social" orientation for the School and decided the "core curriculum" was the best organizational plan for implementing the curriculum.

Program of Education for Pupils

The P. K. Yonge Laboratory School began its program of education for pupils on September 17, 1934, with a capacity enrollment of 470 pupils. The goals of education for the Laboratory School were given a social emphasis and this continued to be an important viewpoint for the educational program. The core program was thought of originally as

consisting of two parts: the integrated, or core subjects, and those not integrated.

Throughout twenty-five years the elementary program was devoted to general education. Certain special area teachers worked with a class of pupils but the class was not departmentalized. Sometimes experiences were correlated, sometimes integrated, and sometimes subjects were taught in relative isolation.

The secondary program of education was characteristic throughout for its core class or block-of-time. The content of the block-of-time varied from units of social experience in the beginning to an English-social studies core in the present program.

The period of World War II brought a rapid turnover in staff and for a time block-time scheduling was abandoned. The elementary school experienced some difficulty because of shifts in teacher personnel but perhaps not as much as was the case in the secondary school.

The present program in the elementary school is organized around centers of interest and problems with some time reserved for skills development.

The program of the secondary school is typified by block-time classes plus exploratory and elective subjects. The upper grades of the secondary school are patterned after the program of a general high school.

The educational program also includes activities which are sometimes called co- or extra-curricular. The Student Council organization, Honor Court, Safety Patrol, assemblies, and athletic activities all contribute to the implied as well as stated goals of the School.

Program of Teacher Education

The program of teacher education, as the Laboratory School began operation in 1934, consisted principally of demonstration teaching and student teaching. Since the University of Florida did not enroll women during the fall and spring semesters until 1948, the students using the School for student teaching were assigned to secondary education classes. Student teachers worked in a high school class for an hour daily and as many as four students were assigned to a supervising teacher.

All grades participated in a program of demonstration for teachers in-service on certain Saturdays when the School held a morning session.

The Laboratory School remained open for a six-weeks demonstration session each summer. Both men and women were admitted to the summer program.

The College of Education found it necessary to reorganize its program in 1948. The pressure of students attending under the terms of the G. I. Bill of Rights and the admission of women put demands upon the University that overcrowded all facilities. In the next two years, because of increasing enrollment and program revision, student teaching was moved to cooperating public schools. A program of observation and participation was carried on in the Laboratory School but not without difficulty because of overcrowding.

Observation in the Laboratory School was used as an integral part of courses in Human Growth and Development and differed from the traditional demonstration in that students observed pupils, their growth status, social interaction, and physical development rather than teaching methods and materials. Participation was introduced as an

intermediate step between observation and a long-term student teaching experience in the senior semester. In participation the students, supervised by a college coordinator, work with pupils and teacher for a time in a Laboratory School classroom.

Participation has been highly developed for elementary education students because their course work could be organized into a fifteen-semester hour block directed by the college coordinators. Secondary students have some difficulty scheduling participation and this has limited the enrollment.

The Laboratory School is not used for student teaching, although an occasional exception is made. Participation and some student teaching experiences are provided in the kindergarten.

A summer program of observation is provided to serve students in the College of Education summer session. A limited amount of student teaching may be arranged in the summer session.

There has been little planned use of the Laboratory School in graduate study in the College of Education. Courses for graduate students in administration, supervision, and teacher education make no planned use of the School that could be noted.

Program of Research

The program of research has received less emphasis than has the program of education for pupils or teacher education. There have been many studies undertaken by persons associated with the Laboratory School or using the facilities of the School. Much more of this sort of research was done in the earlier years than has been done during or since World War II. While many of these studies have been of significance

to the Laboratory School, there has been little research that could be characterized as significant in the sense that it has had an important effect on educational practice elsewhere.

At the present time the Laboratory School and the College of Education are working on a research design. This design is intended to foster long-term longitudinal studies in the Laboratory School. The plan calls for studies to be carried out at the Laboratory School that can be repeated and validated in interested public schools.

The long-term research will be largely the responsibility of a research staff or of persons without teaching responsibility in the Laboratory School. Laboratory School teachers will cooperate in research but usually as a variable in the study rather than by making observations, recording data, and so on. Teachers will be encouraged to continue to work on short-term action research.

Some authorities in teacher education believe that the primary function of a laboratory school should be research. Others believe that a laboratory school must make a choice between teacher education and research. The proposed design for the P. K. Yonge Laboratory School is made on the assumption that a laboratory school can engage in teacher education and also put a strong emphasis on research. The College of Education faculty will be asked to make decisions on these issues at the beginning of the academic year, 1959-1960.

Program of Service

The Laboratory School has provided various services to the University and to the State. The principal service for many years was the Saturday morning observation for in-service teachers. This program

began soon after the School was opened and continued until the end of 1952. During the last few years of the program, Negro teachers observed on Saturday. Although the Saturday observation program has been discontinued, teachers, supervisors, administrators, and others interested in the Laboratory School program can visit the School during regular sessions.

Some personnel from the Laboratory School staff have provided field services in the State from time-to-time. These services were provided rather generously at some periods in the School's history, but have ceased since World War II. Plans have been made to permit Laboratory School teachers to provide consultant services for county pre-school workshops. A part of the staff will be permitted to be absent from one week of the Laboratory School's two week pre-school planning in order to provide this field service.

The Laboratory School staff has provided leadership for many professional organizations. Writing for publication has provided some important leadership to the profession.

Services to the University have been provided in a variety of ways. At the present time observation is available to students from the College of Medicine and of Nursing. Students studying school architecture use the School as a laboratory in school plant design.

Early in the history of the Laboratory School radio programs were serviced by personnel from the School, and pupils from the School participated in broadcasts. The School continues to cooperate in radio broadcasting. Recently the University educational television station, WUFT-TV, began operations, and pupils and faculty members have engaged

in some activities with television. This is a rather new program and its potentialities need much more exploration and experimentation.

Administrative Practices Affecting the Program of the School

The program of the Laboratory School is determined by administrative practices. These practices involve the interaction of the administration, finances, and pupils, teachers and parents within the organizational structure of the College of Education.

The Laboratory School operates as a department within the College of Education. The College has been organized so that the faculty determines policy and program on non-departmental lines. While the organization attempts to break down departmental lines, departments still have a tendency to remain "little colleges." Since the Laboratory School moved to a new school plant in 1958, its physical distance from the College has had a tendency to increase its "distance" within the College organization.

The financial status of the Laboratory School has not always been as good as it is at the present time. In the early years of the School, teachers were paid about \$1,500 an academic year while the average salary for teachers at present is \$5,800. Funds for supplies, equipment and capital outlay have been increased. The funds allotted for the new building have enabled the School to be well-equipped as it began operations in 1958.

Two policies have strongly influenced staff stability. One was the relatively low salaries of teachers and the other was the use of the Laboratory School as a training-ground or stepping stone to the staff of the College of Education. Since salaries of teachers have improved

in the past several years, the Laboratory School can compete favorably with counties paying good teacher salaries, and can attract teachers from outside the State. The pressure for "promotion" to the College has ceased since salaries have improved.

For a number of years the teaching staff of the Laboratory School did not have an academic rank. This may have been a factor influencing teachers to seek promotion to the College staff. Teachers were given academic rank at the same time that the Minimum Foundation Program effected increases in teacher's pay.

In the beginning of the Laboratory School's educational program, pupils were accepted from a waiting list without restriction. This policy was changed and today the University academic staff supplies up to 40 per cent of the pupils and 60 per cent may come from other than University families. The number of boys and girls is also kept in balance. Laboratory School pupils are oriented toward college attendance.

Summary of Findings

The findings of this study are summarized as follows:

1. A sound theoretical position gives the program of campus laboratory schools direction and strength. The program of the P. K. Yonge Laboratory School has been most exciting and stimulating for the profession of teaching when the details of its implementation were a logical outgrowth of a well-understood theoretical position. When the faculty of the Laboratory School was in agreement on goals and means for achieving those goals, the School was most productive. When the School had difficulty in keeping a solid core of teachers who were

well-grounded in the School's theory, it lagged in new developments and advances.

2. The relative emphasis given to certain possible functions of campus laboratory schools has been and still is a matter of disagreement. There is rather general agreement that campus laboratory schools should provide the best possible education for pupils. It is also generally agreed that campus laboratory schools have a definite responsibility for leadership. There is, however, a division of opinion as to the relative emphasis on other functions.

Plans now being developed propose that the P. K. Yonge Laboratory School give increased emphasis to research while continuing a strong emphasis on its program of teacher education. It is on this point that agreement is lacking. One viewpoint would emphasize research as the most promising way to improve the teaching profession. Another viewpoint would emphasize teacher education, pointing out that the way to improve teaching is through training more competent teachers.

These differences have been apparent in the description of the evolution of the program of the P. K. Yonge Laboratory School. No predictions can be made concerning the outcome of this issue. It is suggested, however, that the differences should be recognized and understood in order to give the staff of the P. K. Yonge Laboratory School more security in their effort to provide a balanced program.

3. Research has been given an important place in the statements of functions to be performed by campus laboratory schools but research has, in fact, usually been overshadowed by other functions, particularly teacher education. The program of the P. K. Yonge

Laboratory School illustrates throughout its twenty-five year history devotion to the ideals of educational research. These ideals, however, have been difficult to accomplish in practice. The pressures of immediate needs have moved the School's development in several directions but research has not often been one of them. Currently an attempt is being made to give research in the Laboratory School more emphasis. Other laboratory schools are making a similar effort to define the place of research.

4. The possibility for providing services beyond those of education for pupils, teacher education, and research has never been fully exploited by campus laboratory schools. The program of the P. K. Yonge Laboratory School has not emphasized services outside of the College of Education to the extent it would be possible to provide them. There have been periods when services were provided in the field but these were of short duration and usually in response to requests rather than as the result of planning. This appears to be typical of laboratory schools.

5. The leadership given a campus laboratory school by administrators determines to a large extent the functions given major emphasis by the institution. The functional emphases of the P. K. Yonge Laboratory School have been strongly influenced by the leadership from its administrators. The strongest leadership has been given by directors and principals. Looking back over twenty-five years, the Laboratory School has gone through six periods. During these six periods the leadership of the School seemed to move in the following directions: (1) development of a sound theory, (2) extension of services of the School and its personnel in the field, (3) a time of difficulty during

World War II, (4) rapid expansion which made increased demands for facilities, (5) development of plans for a new school plant, and (6) the move to a new school plant with its consequent opportunity to look for new directions and possible changes in the role of the Laboratory School in the College of Education.

6. The involvement of parents in the program of the campus laboratory school has not been fully explored. The parents of pupils in the P. K. Yonge Laboratory School have not been involved to the extent they should be in developing the program of the School. The laboratory schools should lead the way in exploring the possibilities of parent participation. The data for this study do not indicate that parents have been involved as extensively as they might be in campus laboratory schools. A review of the literature concerning the campus laboratory school did not show that this phase of the program was receiving attention.

7. While campus laboratory schools were at one time the center of the teacher education program, they have in many cases become separated from the college instructional program in education. The separation of laboratory facilities from the college class has meant that many, if not most, graduate courses in teacher education are separated from actual school situations. In graduate courses students read about, hear about, and discuss educational practices. However, students have very little opportunity for guided observation or participation in an actual school situation. A campus laboratory school could provide many real school experiences for graduate students but the possibilities have not been investigated to any great extent.

This conclusion is observable in the P. K. Yonge Laboratory School. Some college classes dealing with teaching methods and teaching materials have never made use of the facilities available.

8. Departmentalization of teacher education tends to produce disunity and even isolation of functions that should be cooperatively implemented. Specialization of functions begins to become dangerous when it produces disunity and breakdown in communications. Some of this is apparent in the relations between the Laboratory School and the College of Education. Departments that should be getting together to work out certain programs are meeting separately and making decisions with little inter-communication. Disunity is further increased when persons who should be involved in decisions are left out or ignored.

9. In-service programs have been largely ignored in the improvement of teaching in campus laboratory schools. If in-service programs have been widely used to improve the teaching in laboratory schools, the literature makes few references to it. One of the potent ways to improve teaching in a school is through an in-service program. The Laboratory School has on a few occasions worked on a faculty problem for college credit. The few efforts that have been made, however, could hardly be called an in-service program.

Recommendations

The introductory chapter to this study indicated that the program of the P. K. Yonge Laboratory School was influenced by the impact of the times, of events, and of people. As a consequence of the review of program as it has developed under these influences and

interpreting it in the light of the certain functions extracted from a review of the literature, the following recommendations are made:

1. It is recommended that the Dean of the College of Education take steps to inaugurate an annual Laboratory School Orientation Conference. The Conference should be organized to accomplish the following purposes: (a) to inform participants about the policies and program of the Laboratory School; (b) to explore ideas which could be used to improve the policies and program of the School; (c) to give all participants an opportunity to "feed back" information helpful to the School; and (d) to facilitate a closer working relationship between the Laboratory School and those concerned with its policies and program.

Conference participants should include all persons who have a valid interest in the School's program. Parents, pupils, Laboratory School and College faculty, staffs of cooperating schools, representatives from the State Department of Education, representatives from other colleges of the University, and representative lay persons should be invited to attend.

The conference should be held at a time not in conflict with the beginning or ending of the College semester. It should be held on a weekend or at some time when a period longer than a day can be used.

It is further recommended that this conference be divided into section meetings based upon major issues and topics related to all of the functions of the Laboratory School. A section should also be provided to consider student-teaching problems and issues in cooperating schools. Efforts should be made to use all of the potential leadership

available in the College and the Laboratory School to improve the quality of the Laboratory School program. Every precaution should be taken to see that this is a "working" conference.

2. It is recommended that funds and consultant assistance be obtained to organize, set up, and maintain a Records Division for the Laboratory School. Consultant assistance should be obtained from experts in the field of data-processing for the purpose of planning a Records Division. Working with the Laboratory School faculty, the Leadership Team, and the Research Committee, the consultants should develop plans and make recommendations concerning equipment, supplies, clerical staff, costs, and possible uses of a Records Division.

An urgent need in educational research is comprehensive growth records of pupils of school age. Some growth data are now on record but methods and means of appraising and recording many kinds of growth data need to be developed. Data processing consultants, working with Laboratory School staff, should also make recommendations and suggestions for research studies needed to determine how to appraise and record growth toward the goals of education.

As a means of training personnel, data which are now on record but relatively inaccessible could be collected from the Laboratory School files. These data could then be used in a pilot study to determine other kinds of data needed.

The machinery for processing data are available in the University Statistical Laboratory. As far as possible, the Records Division should use supplies and equipment compatible with the data processing equipment now available.

3. It is recommended that a representative research committee be appointed or elected under the leadership of the Coordinator of Research. This committee should have representation from all departments of the College of Education, including the Laboratory School, and operate to keep channels of communication open to all personnel interested in research. The membership on the committee should revolve in part and be permanent in part. A relatively permanent group should remain to give the committee continuity.

The changing membership should be large enough to forestall the possibility of a power structure developing within the committee. It would be unfortunate if the power of decision over research should be vested in a few individuals. If research were to become a bureaucracy, it could easily lose contact with the majority of the College faculty. The rotation of membership is advised to prevent this from occurring.

The research committee should be given the responsibility for fostering research of all kinds in the College and Laboratory School. It should develop aggressive policies which seek ways to encourage research, and personnel to carry out the research. The committee should help graduate students and faculty members to find and pursue research projects likely to be beneficial to the profession. The committee should also act as liason in discovering and obtaining financial assistance from foundations and others who may be interested in sponsoring research.

This research committee should be activated as part of the "research design" soon to be given consideration by the College of Education faculty.

4. It is recommended that the director of the Laboratory School together with the "Leadership team" develop an aggressive policy for the recruitment of Laboratory School teachers. Criteria for selecting suitable personnel for the faculty should be developed with the assistance of the total staff. Various avenues for discovering new staff should be explored. The plan might well include the annual solicitation of recommendations of personnel from leaders in teacher education. An allotment of funds should be included in the budget for tours by Laboratory School administrators to interview and observe prospective teachers. Funds should also be included to pay the expenses of prospective teachers to come to the Laboratory School to observe and be interviewed by the faculty.

While present practice is to do some or most of these things, this recommendation is intended to emphasize the need to develop more aggressive policies for recruiting new teachers.

5. It is recommended that the Laboratory School appoint a committee to disseminate reports on promising practices in the Laboratory School. The committee would contribute to the following purposes: (a) to inform the total faculty concerning the activities in Laboratory School classes; (b) to keep a supply of fresh ideas flowing from Laboratory School classes into College classrooms; and (c) to communicate more effectively the real status of the curriculum and instructional practices in the Laboratory School.

The committee should be given adequate clerical assistance and a sufficient budget for supplies so that the members can devote their efforts to discovering and developing materials without becoming too involved in clerical matters. The committee should develop criteria

for the selection of practices to be reported. Every possible precaution should be taken to prevent the reports from becoming an onerous task. Reports should be duplicated as inexpensively as possible and considered of rather limited usefulness in point of time. The idea is to encourage the flow of fresh ideas rather than the production of a curriculum report. Materials reported should be made available to every faculty member in the College and in the Laboratory School. An effort should be made to send out reports at some regular interval. It is suggested that monthly reports might be about right.

6. It is recommended that observation and participation experiences be offered as a part of service courses for students in art, music, library science, physical education, and other departmental majors leading to certification. The certification standards of the State of Florida permit teaching certificates to be issued in certain fields such as art, music, physical education, and library science. In some instances these certificates authorize teaching in kindergarten through grade twelve. Many of these teachers are certified with little actual experience at some levels at which they are certified. During the course of their college preparation, they should be afforded an opportunity to observe and participate at different levels in the Laboratory School. Relationships similar to those with the College of Medicine, Nursing, and Architecture for the use of the Laboratory School facilities should be developed. Laboratory School teachers working in the areas mentioned together with the elementary and secondary curriculum coordinators, and a representative from the administration of the College of Education should contact and work with appropriate persons in art, music, library science, and physical

education to develop a course or courses to be submitted to the College of Education Undergraduate Committee for its consideration.

7. It is recommended that the Assistant Dean of Curriculum and Instruction organize a program of in-service improvement and study on a College-wide basis. An in-service program should be organized to improve curriculum and instruction in the Laboratory School and the College of Education. The Laboratory School may be at the center of this study but all College departments concerned with any part of its program should participate in the in-service program.

The in-service program should be organized as part of a survey of curricular and instructional problems. The survey should be made by a team composed of Laboratory School faculty and representatives from the departments of the College of Education. The survey team should make a preliminary survey through personal interviews, observations, and questionnaires. Parents, pupils, and students should be included in the survey.

The survey should result in a listing of problems needing study. These problems should be submitted to the total faculty for evaluation and ranking as to relative importance. Using this information, the survey team should make recommendations to the faculty for a program of in-service improvement.

The assistant dean should set up the proper machinery for implementing the recommendations of the survey team.

8. It is recommended that the Laboratory School continue to encourage action research by teachers. During the past year some teachers wrote descriptions of action research which they carried out in their classes. This research was reported to all members of the

Laboratory School faculty.

Action research should continue to be encouraged and expanded. A Research Committee should coordinate efforts to help teachers learn the skills they need to carry on effective action research. This might be done by consultant services or through a seminar in action research. The Reporting Committee recommended above should collect and distribute reports on action research.

The Laboratory School staff should be given assistance in action research by graduate students in the College of Education. Students who are candidates for an advanced degree are required to take a course in Techniques of Research (EDF 760). As part of this course, students might carry out a problem in research in the Laboratory School. Students enrolled in Measurement and Evaluation (EDF 650) could also be involved in short-term research projects with Laboratory School personnel. It might be desirable to carry out this recommendation through the seminar in action research rather than reorganize the established courses.

The improvement of the program of education in the Laboratory School is a major contribution to educational practices in the public schools. Teachers can improve practices through action research which they carry out in conjunction with their daily routine. Teachers can gain the skills they need to carry on action research if aided and encouraged by some of the arrangements suggested above. This kind of research need not interfere with the educational program for pupils in the School.

9. It is recommended that the Laboratory School make its plans for the "program of services" more specific. The program of services offered by the Laboratory School needs to be more specific as to the

kinds of services it can offer and take steps to inform persons likely to be interested in the services as to their availability.

The organizational plan for the Laboratory School should delegate the responsibility for coordinating the services to be offered by the School. The person with responsibility for coordinating services should take steps to determine a definite plan for the program.

It is suggested that a survey of possible services be made by the person with coordinating responsibility. This survey should include an inventory of resources of personnel on the faculty who might be able to provide field and consultant services.

One specific way for improving services has been suggested in recommendation six.

[†] Suggestions for Further Study

There are many facets of the program of the P. K. Yonge Laboratory School that need study. This study has tried to give the broad outlines of the whole program but many specific aspects have been left untouched. ^{Research Paper} The following are suggestive of the many studies that might be made:

1. How parent relations with the Laboratory School can be made more effective. Much remains to be done with parents. The organization of an association for parents and teachers, conferences, anecdotal reports, and the like are just barely scratching the surface in parent-school relations. The Laboratory School in its role of professional leadership should be exploring ways of improving the parent-school relations.

2. Studies of pupil growth toward the objectives of the School. These studies should involve more than achievement or success in college.

While such studies may be useful, they fail to measure the achievement of objectives like those the Laboratory School intends to foster (see pp. 101-103). How can growth in skills and abilities, knowledge, values, health, creativeness, and self-direction be measured? To what extent do the educational practices of the teachers foster growth in the areas indicated? Instruments, techniques, and procedures to appraise these growth factors need to be devised. Studies of this sort should lead to new ways of appraising pupil growth and the efficiency of various kinds of teaching procedures.

3. A study to determine the role of the Laboratory School in graduate and undergraduate programs of education. The various departments of the College of Education should restudy the use they are making in their course offerings at all levels. How can the Laboratory School be used to make theory more explicit in educational research, administration, supervision, teaching, pupil growth, measurement and evaluation, teacher education, etc. Some departments of the College of Education have not fully explored the possibilities for making theory meaningful through observation and participation experiences in the Laboratory School.

4. Identify and define the roles of personnel at all levels in the Laboratory School. Many persons working in the Laboratory School are not sure of their role in the program. Who is responsible for curriculum development? Who is the instructional leader? Who functions in parent leadership? What should the school psychologist be doing? How does the nurse function in the program of health education? These and many similar questions need to be studied and the roles identified and defined.

APPENDIX

APPENDIX A

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APPENDIX C

DAVID HAIMBACH
2291 W. University Avenue
Gainesville, Florida

April 16, 1959

Dr. E. A. Davis
Secondary Education
Norman Hall

Dear Dr. Davis:

This is to remind you of our conference at 9:00 A.M. on April 17.
I'll meet with you at your office.

If you have no objection, I would like to record our conference with a tape recorder. After transcribing the recording, I will submit it to you for corrections, additions, comments, and approval. No part will be used without your permission.

In general the interview is to get your viewpoint on the program of the P. K. Yonge School's program as it developed while you were Director. I would like to suggest you consider the following points:

- 1) Your role while associated with the school.
- 2) What was done in respect to curriculum, teacher education, service, and research.
- 3) The influence of administrative and financial problems on the school program.
- 4) The influence of the College of Education on the school's program.
- 5) The events leading to a new school plant.
- 6) Your assessment of the influence of various individuals on the program.

I'm looking forward to hearing your viewpoint on the program of the
P. K. Yonge School.

Sincerely yours,

David Haimbach

APPENDIX D

DAVID HAIMBACH
2291 W. University Avenue
Gainesville, Florida

May 19, 1959

TO:

FROM: D. Haimbach

Herewith is the transcription of our interview. Please look it over. If you have any suggestions for changes, corrections, or additions, please note them on a separate sheet of paper referring to page and line of the transcription.

You can return the material by placing it in the Elementary Education Department box in the mail room.

Thank you very much for your very helpful cooperation. It has been most valuable to me in my project.

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BIOGRAPHICAL SKETCH

The writer, David Hainbach, was born at Narberth, Pennsylvania, on September 19, 1917 and attended public schools in and around Philadelphia, Pennsylvania. He received his B.S. and Ed.M. degrees from Temple University.

He taught at the elementary school level in public and private schools in Philadelphia. He was an elementary principal and coordinator of special education in the Corpus Christi, Texas, Public Schools. He has taught on the college level at the University of Corpus Christi and Del Mar College. He served in the United States Navy from 1942 to 1945.

Since 1956, he has been a member of the staff of the College of Education of the University of Florida as an instructor and, for one year, general coordinator of the elementary education internship program. During the academic year of 1958-59, he completed a year in residence study under a grant from the Southern Fellowships Fund. He was appointed Associate Professor and Principal of the Fresno State College Laboratory School, Fresno, California, in September, 1959.

He married the former En Rose Homeyer of Corpus Christi, Texas, and has two daughters.

This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of that committee. It was submitted to the Dean of the College of Education and to the Graduate Council, and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

January, 1960

Dean, College of Education

Dean, Graduate School

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